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Vice President General
National Catholic Educational Association

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THE Catholic Educator

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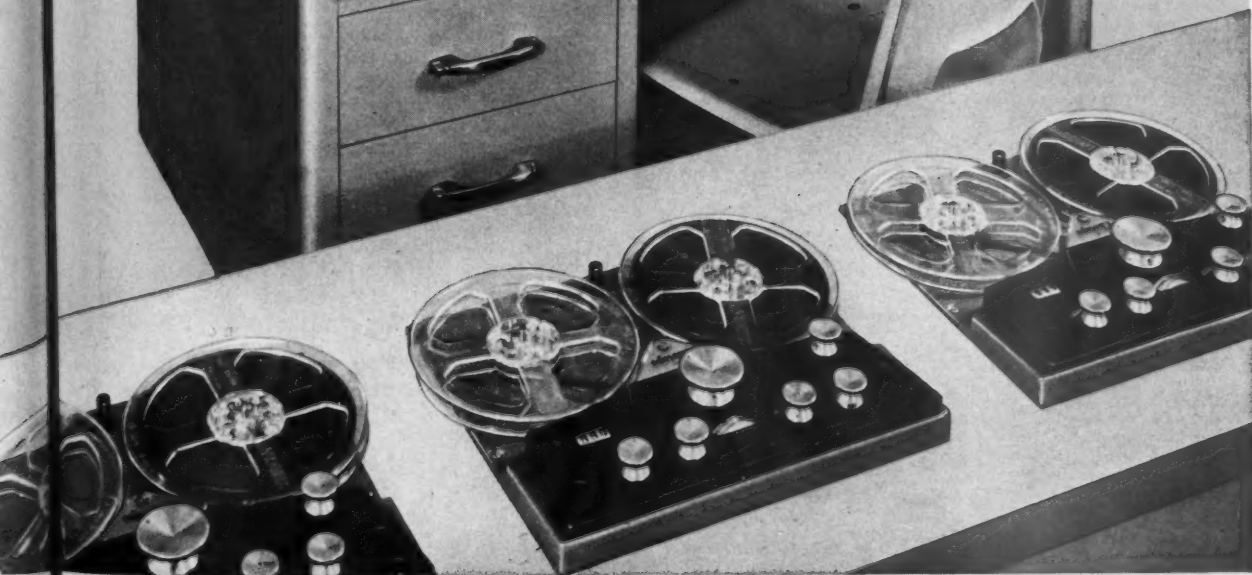
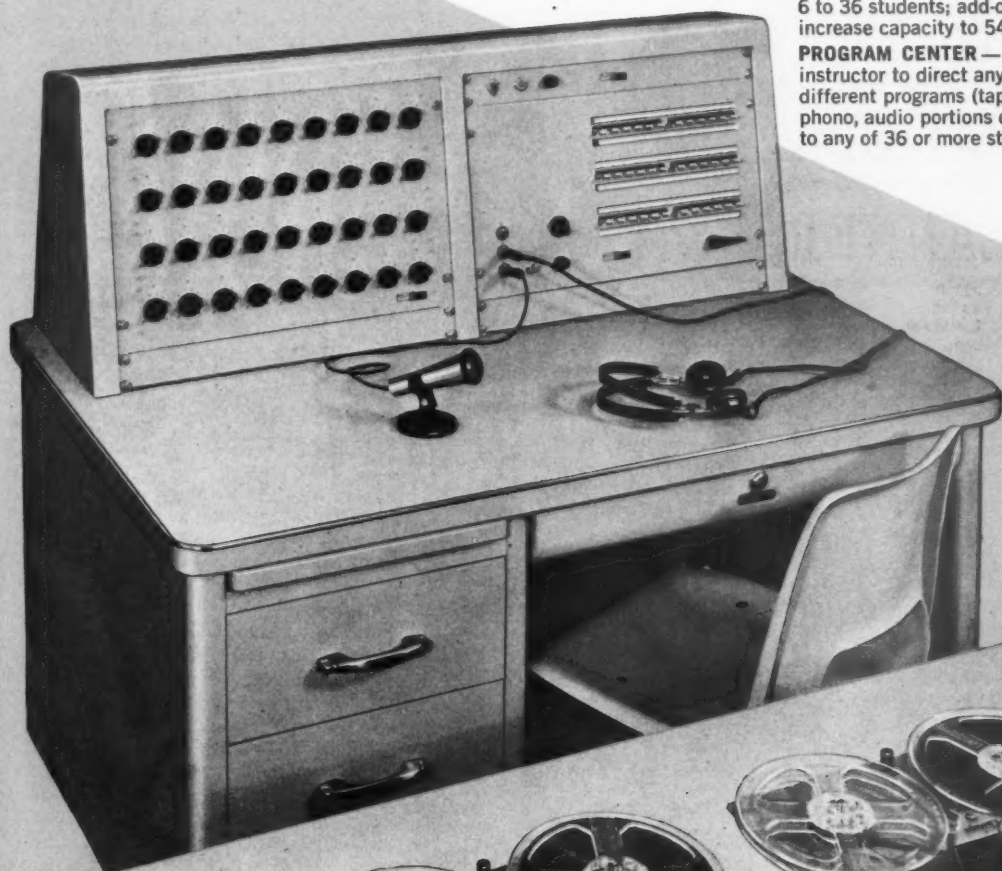
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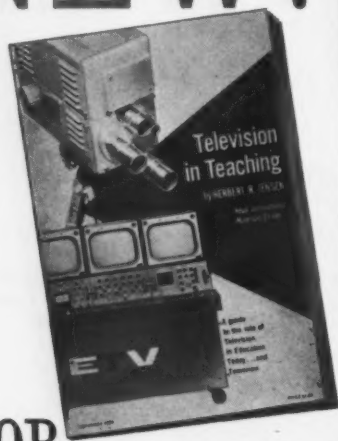
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Reader Reaction

Double Marking—Another Method

EDITOR:

No sooner had I begun to read Sister Michael Henry Kavanaugh's fine article "Double Marking: Means of Motivation" than I found myself agreeing with her and feeling grateful that she had taken the time to write a stimulating paper which expressed so succinctly my views.

However, Sister has devised a system which might frighten many Sisters in the primary department because little ones could so easily confuse the system.

May I offer my own plan which I have used and advocated for years because it is simple, effective, and understandable.

I have instructed my children to place the capital letters E., S., and W., on the bottom line of written papers involving the use of sentences, e.g., a paper in English then would be marked for English, Spelling, and Writing. An arithmetic paper bears the letters A. and N. and is marked not only for the correctness of the arithmetic but for the neatness as well.

Even first graders understand. A mark of all A's means a reward such as a star or seal or stamped picture to be colored.

When the papers are gathered together it is possible for the child to trace his own progress. In this manner, a child who is able to master arithmetic facts but is careless about exactness in appearance is challenged.

Using this modification of Sister's suggestions, I have found that even the slow learner is able to achieve success. And since we know the positive approach is so much more productive than the dismal negative, this system of double marking results in progress.

Again let me congratulate you on the choice of Sister's article.

SISTER MARIE DOLORES, S.S.J.
1151 Oakman Blvd., Detroit 38, Mich.

Re Citizens for Educational Freedom

EDITOR:

I appreciated your article in the November issue concerning aid to education in Britain, by Mr. Robert A. G. O'Brien. You point out that parents in the U. S. are discriminated against when they exercise their rights of sending their children to independent schools, for then they must support two entirely different school systems. Even though the independent school system, in this case a Catholic school system, conforms to all state requirements, it

does not receive any state funds. Yet all the people pay taxes.

Your readers might be interested to know of a national organization that has been formed in order to fight for parents' rights in this regard—the Citizens for Educational Freedom (3109 S. Grand, St. Louis 18, Mo.). Although it has been in existence for less than two years, it already has subordinate chapters in many cities and has members in almost all of the 50 states.

The ideal method of financing schools is for the government to provide equal sums of money to all children. This money would then be turned over to the school which the children attend, whether public or independent. If the school wanted to provide more than the state required, tuition payments could be charged—for such things as driver education, ballroom dancing, or religion, for example. All schools that provide a service to the public through the education of the children of the country would be treated equally.

Such a plan would promote freedom of speech and religion, and might even result in better educational methods. Now, the public schools have an economic monopoly. Unless one is able and willing to spend hundreds of dollars year after year to send his child to independent schools, he is at the mercy of this monopoly. If the government should not have a monopoly in the publishing of news, the operation of TV or radio stations, or the distribution of magazines, why should it have a monopoly in the field of educating the minds of our youth?

This proposal is not at all utopian. The same principles were used in the education of veterans through the G. I. Bill. And no serious question was ever raised that this violates separation of church and state. Actually, the present subsidy by the government to public schools which promote secularism violates separation of church and state!

In spite of the soundness of this approach, Congress has actually been considering aid to public schools only. It is essential that all who cherish our parochial school system see to it that any federal aid to education is distributed to all. Practical politicians agree that any education bill which helps only public schools will be almost impossible to amend after it has been passed. Such has been the case with the National Defense Education Act of 1958, which is discriminatory with respect to parochial elementary

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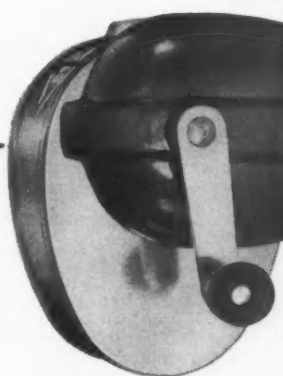
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CLIPS AND COMMENTS

By
John F. Wagner

NCEA PROGRAM

Working with the theme of "The Objectives of Christian Education in Contemporary Society" the NCEA has evolved a particularly excellent program for this year's convention during Easter Week in Atlantic City. Considerable stress has been placed on new approaches to teaching in mathematics, languages, and science. The language laboratory in particular will receive a great deal of attention—as will FLES. New mathematics approaches will be discussed several times with, for example, Father Stanley Bezuska, S.J. of Boston College explaining his approach in one session.

With the stress on teaching, however, we also find that considerable emphasis is being placed on administration with panels and meetings scheduled to cover such topics as public relations and in-service training of teachers. In addition, two debates have been scheduled of interest to both teachers and administrators on the subjects of the length of the school day and the abandonment of report cards.

Aside from these concentrations, usual discussions of methods and evaluations will take place in all departments and some excellent speakers have been lined up to present their viewpoints on the topics. Although there is much to draw attention, we would like to venture out on the proverbial limb and cite what in our view should be the highlights of this forthcoming convention.

- Under the Major Seminary Department, a discussion on Friday concerning "Sociology and the Pastoral Year" by Rev. Frank Sullivan, C.P.P.S.

- Under the College and University Department, the Tuesday meeting featuring Notre Dame President, Rev. Theodore Hesburgh, C.S.C. discussing a restatement of "Objectives in Christian Higher Education." Also the discussion on Wednesday concerning "The Place of Colleges and Universities in the World of Tomorrow." And finally, Msgr. Francis J. Lally, editor of the *Boston Pilot* will speak on Friday on "The College and University Department Faces the Future."

- Under the Secondary School Department, we mention the Wednesday session on "The Implications of Current Trends in Contemporary Society for Catholic Secondary School" by John McAdams of the Pan American Union; and the Wednesday session given over entirely to the Language Laboratory.

- Under the Elementary School Department, highlights are many but these might be cited. The opening meeting Tuesday, featuring Father Neil McClusky of Spokane University and John Cogley from the Fund for the Republic. Also the Wednesday session on the Montessori Method by Mrs. Nancy Rambusch as well as the Thursday session on "The Non-Graded School—Fact or Fallacy" by Rev. James Curtin, Superintendent from St. Louis. And finally, we might cite the two debates mentioned before which will take place on Friday.

Last year we had occasion to criticize the NCEA program for its lack of imagination in entitling the program, feeling that little excitement would be generated by platitudinous emphasis on general principles. The program itself produced some excellent papers as evidenced by the *NCEA Bulletin* which was recently released containing those talks. This year's program, particularly in the Elementary School Department, is just the opposite and we fear that delegates will be hard pressed to select the sessions they wish to attend from the varied fare placed before them. The theme is timely since immense challenges are facing Catholic education today and we are happy to report that the NCEA convention program is facing those challenges and providing its attendees with a great deal of fine material to take home.

WE SHALL FIGHT

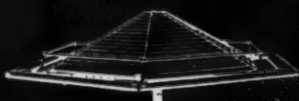
President Kennedy's School Aid Bill is by now well known. Positions of the various opponents and proponents have been given preliminary examination and the battle lines are drawn for what should be a hotly contested program in the Congress.

Immediately after its promulgation, a good number of prominent Catholic clergy decried the exclusion of Catholic schools, among them Cardinals Spellman and McIntyre, Bishops Dwyer, Navagh, Shehan and others.

What is perhaps uppermost in the minds of many who survey the situation is whether or not Catholics should choose this particular time to press for what we believe to be our rights in the case of federal aid. That federal aid to some students is wrong there is no doubt, even though the President is quoted as saying that the case has not been proved to him yet. But should Catholics commence a nationwide effort to right this wrong?

(Continued on page 620)

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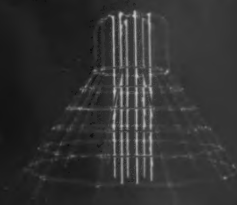
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Reader Reaction

(Continued from page 610)

and secondary schools. The task before us is certainly not impossible. All we need to do is look at the success of other minority groups in order to understand what a successful organization can accomplish.

ROY LECHTRECK

St. Louis Preparatory Seminary, 5200
Shrewsbury Ave., St. Louis 19, Missouri

High School Math—Afresh

EDITOR:

I read Brother Columban's March article with considerable interest. He raised many interesting issues about the direction in which curriculum makers should travel in the development of the new mathematics curriculum.

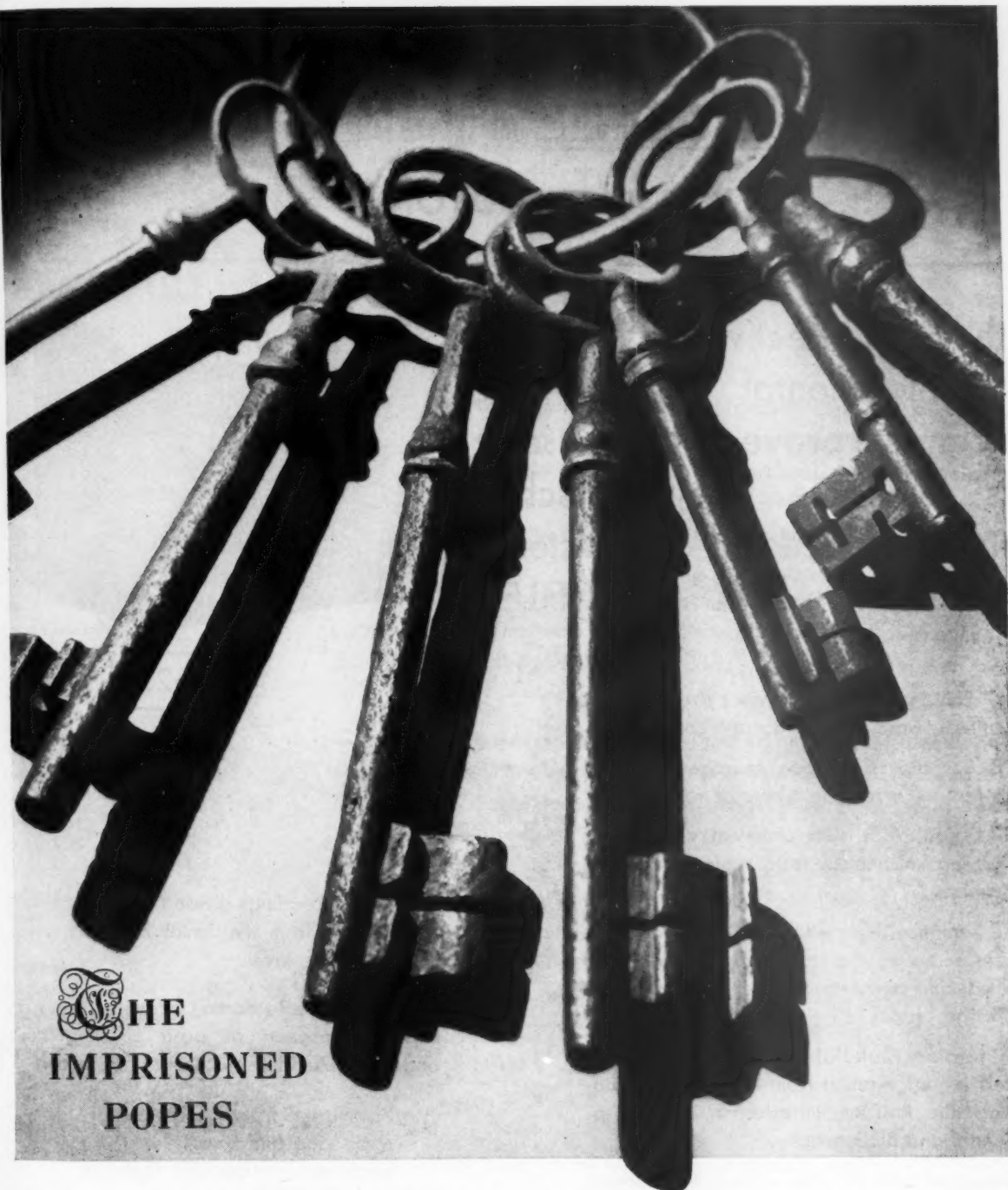
Those of us who have been teaching elementary algebra for a number of years should readily agree with Brother that the study of the algebraic system called the ordered field is a step in the right direction. Rules upon rules and manipulations upon manipulations are given a new meaning, a basis in logical thinking. Yes, the development of the new course in algebra has done much to sharpen the thinking of both students and teachers.

We should realize also that by introducing the very simple idea of sets as an undefined term we are able to clarify the language of mathematics. It is at this point that Brother loses his enthusiasm for "modern mathematics." This definitional approach should not be the major stumbling block that Brother Columban envisages it to be. We need only look at the advantages of using this approach in the field of statistics, in plane geometry, and in coordinate geometry, to name just a few areas, and we should begin to wonder whether the notion of set is not a really unifying influence in mathematics.

Brother did not seem to approve the studying of non-Euclidian geometries. Certainly it is not a common practice to investigate these systems in our secondary schools at the present time. However, would it not be worthwhile to discuss at least one of these systems in a short unit so that our pupils will be better able to appreciate the postulational nature of our traditional system of Euclidian geometry more fully? The current thinking among mathematics educators is that the study of new systems is not an end in itself, but merely an opportunity to discover properties of objects which are valid in systems.

In any event, the reader is thankful to Brother Columban for bringing this matter of the mathematics curriculum into print and for raising many worthwhile points. Perhaps we shall see in print in the future more articles on the develop-

(Continued on page 736)



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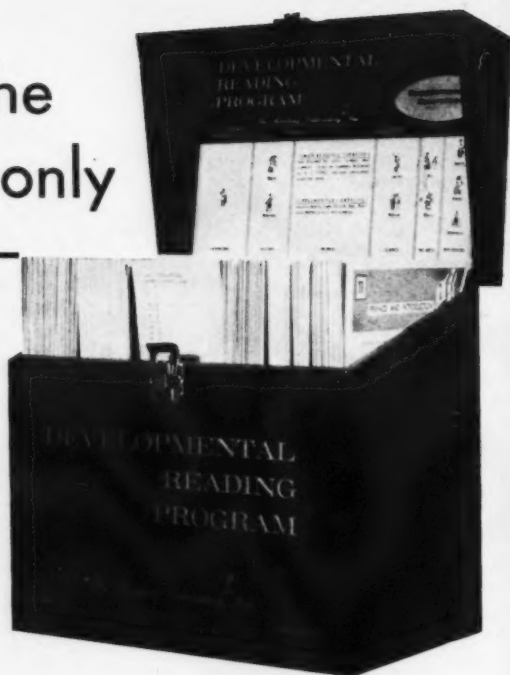
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Audio-Visual News

Science Filmstrips for Primary Grade Children

Announced as a fresh approach to the first study of the scientific method of problem solving is *First Experiments with Air*, released by the Jam Handy Organization.

The objectives are to answer children's questions about familiar air phenomena, to encourage observation of the effects of air on our everyday lives, and to stimulate thinking about air around us.

The set consists of five filmstrips in color: *Air Is Real*; *Living Things Need Air*; *Air Is Everywhere*; *Air Pushes Against Things*; and *Air Helps Things to Float in Water*. The new filmstrips are correlated with the Jam Handy physical

science series for primary grades, "First Experiments About Weather."

The series is priced at \$26.25, individual strips being \$5.75. They are available from Jam Handy dealers or from Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich. **A-V 51**

Science Teaching in Lower Grades Aided by New Films

The Middle Grades Physical Science Series embodies in a 15-film project a new approach that "defines basic scientific ideas in a manner not previously employed for films at this level. It is a part of an 87-unit program of films in the field of elementary science," according to Maurice B. Mitchell of Encyclopaedia

Britannica Films, Inc.

"The technique," he explained, "stresses a step-by-step presentation of visual evidence that challenges students in the fourth through sixth grades to develop independent reasoning leading to a better understanding of scientific principles."

The subjects covered are Space; Time; Forces; Uniform Motion; Energy and Work; Waves; Vibrations; How to Bend Light; Light and Color; What Is Electric Current? How a Magnet Can Produce an Electric Current; Fields; The Evidence for Molecules and Atoms; Electrons at Work; and Inside the Atom.

This instructional material makes it possible for the teacher to make the key demonstrations and get across the key concepts, and, in addition, the teacher learns while she teaches the students.

Dr. Albert Baenz, physics professor at Harvey Mudd College, Claremont, Calif., will be compiling a workbook for use by teachers. This outline is designed to provide background material that will enable the teacher to present the films to a class in the most constructive manner.



Musical Multiplication Records

Now let your class have fun drilling on the tables from Twos through Twelves

Now for the first time the Multiplication Tables have been set to music and put on records! Thousands of schools have ordered these new Bremner Multiplication Records. Teachers and pupils find them a welcome change from the monotony of routine drill.

Each table—from the Twos through the Twelves—has its own distinctive tune and catchy jingle. Fife, drum and clarinet lead the drill in a gay, spirited tempo. Because children habitually memorize their records, they quickly master the multiplication tables with these records.

A school principal in Lewiston, Pa. writes: "Our children are taking new interest in learning their multiplication. Your records have a unique approach and a good one. Excellent investment for schools and parents."

The set consists of 5 double-faced records (one table on each side) and 11 quiz cards. There is a musical quiz game for each table. Everyone in your

class will have fun trying to "beat the man on the record" in the quiz.

Bremner Musical Multiplication Records are sold only by mail—not available in stores. If not delighted after five days trial, return them for full refund. Complete set only \$9.95 postpaid. Please specify 45 rpm or 78 rpm speed.

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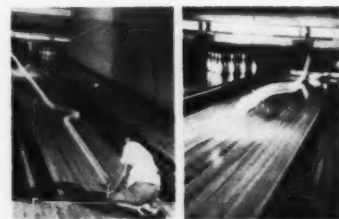
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The accompanying illustration shows a girl getting a "spare" in an unusual manner. Her procedure is actually a scientific demonstration of how energy creates waves in one episode from the Middle Grade Physical Sciences series.

A-V 52

Dictalab for Language Teaching

Dictalab equipment, offered by Dictaphone Corporation, allows the school flexibility in its planning for foreign language teaching. Modest basic installations are available. As the idea of teaching by programmed recording catches on, the system can be improved with additional devices, the initial equipment becoming part of the more advanced system.

Apart from the usual student booths, the heart of the system consists of a teacher's control center which feeds pre-recorded lessons to the student booths. Three student installations are available:

(Continued on page 622)

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(Continued from page 612)

To the bishops of the United States, the answer is yes. In a statement agreed upon in conference, the executive Board of the National Catholic Welfare Conference, stated point blank, either parochial schools receive equal treatment or we shall fight.

The question of whether or not there ought to be Federal Aid is a judgement to be based on objective economic facts connected with the schools of the country and consequently Catholics are free to take a position in accordance with the facts.

In the event that there is Federal aid to education we are deeply convinced that in justice Catholic school children should be given the right to participate.

Respecting the form of participation, we hold it to be strictly within the framework of the Constitution that long term, low-cost loans to private institutions could be part of the Federal aid program. It is proposed, therefore, that an effort be made to have an amendment to this effect attached to the bill.

In the event that a Federal aid program is enacted which excludes children in private schools these children will be the victims of discriminatory legislation. There will be no alternative but to oppose such discrimination.

The die is cast. The bishops have announced that in view of the tremendous aid program announced by President Kennedy and the resultant pressures which such aid only to public schools would put on private education, we shall fight, we must fight for our rights as citizens, our rights to provide a moral education. It is urged therefore that all educators read this statement of the bishops carefully and act in a positive manner through democratic processes to inform governmental officials of our position.

MINORITIES IN TEXTBOOKS

According to a study by the Anti-Defamation League of B'nai B'rith, history and social studies textbooks used in leading secondary schools tend to give a partial, inadequate, and distorted picture of minority groups. The report stated that although improvements have been noted over the past ten years, a majority of them still continued to present a largely white, Protestant, Anglo-Saxon view of history and of the current social scene,

Based on 48 textbooks covering American and world history, "problems of democracy" texts, and civics books, the study reported that overall treatment of the Jews suffers from overemphasis on their ancient past at the expense of their present day status. Textbook accounts of the Crucifixion. . .

. . . though seldom linking Jews to this event in the harmful manner of older books, continue to be too superficial to help dispel misconceptions that may underlie some feelings of anti-Semitism.

Nazi persecution of minority groups are inadequately treated in most of the texts studied according to the League with about one-third of them omitting the subject entirely and three-quarters of the remaining slighting or minimizing what the Nazis did to their victims.

In portraying other minority groups, the study concluded that the textbooks ignored the position of the Negro in present-day society, that little attention was paid to the Spanish-speaking immigrant and in some cases negative stereotypes were presented.

To combat these ills, the League recommended to the responsible people that textbooks should take these realities of life into account and that they publish books which place Nazi persecution, minority group status, and other unfavorable aspects of modern society in proper perspective. In addition to textbook revamping, the League recommended that parents should help to fill in the gap created by the omission and explain these things to their children as the occasion arises. They need not emphasize the horror of it all explains the League but should know the pertinent aspects. To the criticism that learning of these historical events might be harmful to the child, the League cites Dr. Albert Angrilli, a psychologist and professor at Queens College who explained:

There are some children whose own problems are such that they will latch onto fear-inspiring situations to intensify their own fears. These children will find much to fear in their everyday lives, in films, television shows, comic books, and newspapers. Children can be given reassurance that we can control the destructive forces in ourselves and in society. That we have recognized these forces, we are fighting them and we are determined to conquer them.

The Anti-Defamation League is naturally concerned with the history and

heritage of the people it serves. And it is important not only for the Jews but also for all the rest of us to remember the gross horror and the terribly inhuman methods by which Hitler attempted to exterminate entire races.

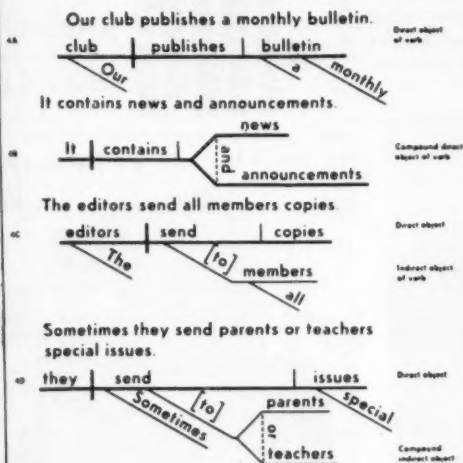
But as important as this is, we tend to look upon it as one piece of the general picture of the result of original sin. Man's inhumanity to man is a fault that has been with us for centuries and continues today, perhaps more fiercely than ever. From the beginning of time, races of people have always been subject to persecution, it never lets up, an enemy falls, another rises. These are facts of life and definitely should be stressed in textbooks. However to select an episode in history, not an isolated instance by any means, and ask that textbooks stress it so that it shall be remembered, we think is going beyond what is needed. Students should be aware of Nazi concentration camps and racist policies by all means but if we are to inform them of these things, then by all means inform them of the Katryn Forest massacre, the starving of an entire race by the present Soviet dictator, the persecution of Catholics in China and Mexico, the importation of slaves to the United States, etc., etc. If man's inhumanity to man is to be stressed, let's stress all of it. We fail to see why it should be stressed at all, however, and recommend that its inclusion in textbooks be limited to that information necessary for proper understanding of historical, ethnic, and social situations. Today we face a far more ruthless and dedicated enemy than 15 years ago and it would be well for textbooks to concentrate on this enemy, its history and objectives if the students are to be really prepared to take positions in life upon graduation.

As for the League's recommendation concerning minority groups and the presentation of stereotypes, we can only agree, for minority groups in this country have been neglected for decades in all aspects of democratic living. However we can also see the textbook publishers throwing up their hands at the suggestion that each minority group be presented in its proper light for it is not only the Negro, the Jew, the Puerto Rican which must be considered but also many others as well. We can only encourage them to do so and attempt to fill in the gaps as the occasion arises.

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Audio-Visual News

(Continued from page 618)

(1) the audio-passive, whereby the pupil listens to programmed lessons through a headset; (2) listen-respond (also called audio-active, headphone), which enables the student to listen and then respond and



hear his own words through his headset while responding; and (3) the ideal and most complete installation is the listen-respond-record (also called the audio-active) which allows the student to record at his own station as he responds to the master recording. This procedure hastens his understanding of a lesson and permits his comparing his own speech with that of the master voice.

A-V 53

Let's Sing Songs in French and Spanish

Let's Sing Songs records are said to use a new approach to the teaching, on records, of foreign language songs. The words are taught first and then combined with the tunes. All the necessary instructions are on the 12" 33 1/3 rpm long playing record.

All the words, both in the language and in English plus the piano accompaniment for each song is in the illustrated song book.

Inquiries about *Let's Sing Songs in French* and *Let's Sing Songs in Spanish* may be sent to Ottenheimer Publishers, Inc., 4805 Nelson Ave., Baltimore 15, Maryland.

A-V 54

Films to Instruct Teen Girls in Good Grooming

The essential aspects of good grooming has been depicted in a series of four educational films by International Film Bureau, Chicago.

The films, in color, are designed as a
(Continued on opposite page)

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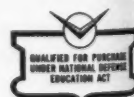
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The CATHOLIC EDUCATOR

basic guide for teen-age girls who view good grooming as an asset in their personal and social lives as well as a stepping stone to desirable positions in the business world.

Produced at the Patrick Stevens Famous Models studios in Chicago, the films feature teen-age models demonstrating the right and wrong approaches. The productions are intended primarily for classes in physical education and health, vocational guidance courses, girls' clubs and similar groups.

The film titles are *Posture* (9 min.); *Hair Care* (14 min.); *Wardrobe* (14 min.); and *Make-Up* (11 min.)

A-V 55

Parlons Français Series

Parlons Français is the first project of Heath-De Rochemont Corporation, a new organization recently set up by Louis de Rochemont Assoc., Inc., and the textbook publishers, D. C. Heath & Company.

This foreign language course is currently being televised through the facilities of the National Educational Television and Radio Center for third and fourth grade students.

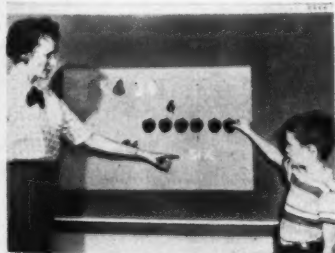
The 60-film series of *Parlons Français* is being offered for in-classroom use in schools. A second and third year will be available.

The Heath-de Rochemont series will include written materials, records, sound tapes, and teacher's guides. In addition, it will feature the new teaching machine technique of instruction. Plans call for additional projects of films and video tapes to include Spanish and Russian language series.

A-V 56

"Flannel Panel" Forms Display Board

Any convenient area can be transformed into a flannelboard with a new 24" x 36" "Flannel Panel" of heavy-grade material with adhesive backing at top and bottom. The adhesive permits easy attachment of the Panel to a chalkboard, wall, or door.



The surface of the panel is said to grip any flannel cutouts and permits them to be attached and removed easily for demonstrations, recitations, and decorations.

The Flannel Panel may be ordered at \$1.95 postpaid or two for \$3.50 postpaid from Edmund Scientific Co., Barrington, N. J.

A-V 57

Portable Tape Teaching Unit

Long used by salesman to show school personnel the basics of Webster Electric's Tape Teaching Laboratory, which can teach up to 54 students and more, this tape teaching unit is now offered as part of the company's tape teaching program.

Educators find that it has use for special students or small groups who are taught foreign languages; that it permits



a student to catch up at home the work missed through illness (its 18 pound)
(Continued on page 628)



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Audio-Visual News

(Continued from page 623)

weight permits easy carrying); that instructors can use it in rectory or convent for grading tests, reviewing taped lessons, or creating new lessons; and that it can even serve by way of trial before making an actual language laboratory installation.

This Ekotape Model 370 Portable Student Lab is essentially an Ekotape tape recorder, student amplifier, microphone, headset, and controls to allow the student to listen-respond-record. Dimensions are 13 $\frac{3}{4}$ " wide, 14 $\frac{1}{2}$ " deep, and 10 $\frac{1}{2}$ " high.

A two-track unit, it has facilities for controlling each track independently (except for erasing on the master track), so that a tape with program or lesson pre-recorded on the master track may be played back while the student response is recorded on the second track, and both tracks may be played back for comparison of the student's response with the original program or lesson material.

For more information write Webster Electric Co., Racine, Wis. **A-V 58**

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Complete literature and specifications
(Continued on page 638)

EXHIBITORS

NEW FRONTIERS for Catholic Educational Exhibitors



By Leo F. Flatley, President, Catholic Educational Exhibitors, Inc., and national sales manager, Mentzer, Bush and Co., a division of Holt, Rinehart and Winston, Inc.



SINCE THE LAST great 57th annual convention of the National Catholic Educational Association of 1960 in the Chicago International Amphitheatre, we have witnessed two other great conventions. Each aspired to have its platform accepted by the people. Only one was successful. It was the New Frontier.

The New Frontier will be the rallying cry of Americans as the new administration begins to explain its program and moves towards the fruition of its hopes. As the new administration is advancing towards its goals, let us hope that we, too, in the field of education will be forever mindful of our own New Frontiers.

Thus, we have been aware of many changes in both elementary and secondary education. But despite the changes, excellence is sought by all educators. Excellence is not only the hallmark of education, but its abiding principle. And in fields as varied as English and Science and Mathematics new techniques and trends have kept us alert to the establishment of excellence as our major emphasis in education.

All of us, no matter what role we may play will want the best education for our children, and, now, once again at Atlantic City, more than 400 firms will be displaying their most important and finest materials in the field of education services. In behalf of Catholic Educational Exhibitors, Inc. (over 250 companies), may I extend a cordial invitation to all religious and lay teachers to pay a visit to all companies listed in the Exhibit Directory. Be assured that only the top personnel of each company will staff each booth. They will welcome your visits and comments.

A special effort has been made to alert all exhibitors of the importance of the lay teachers.

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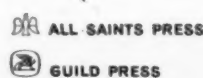
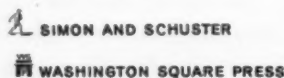
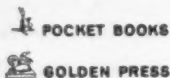
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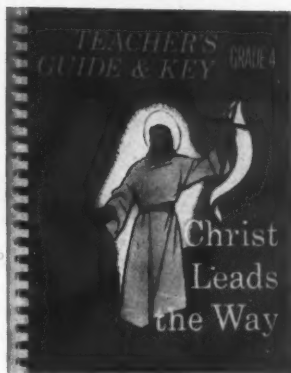
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The High School Confraternity

Series (*in preparation*)

The first two books in this series will be available for classroom use in September, 1962. This series will, in general, follow the broad outlines of THE NEW CATHOLIC HIGH SCHOOL RELIGION SERIES, as described on the previous page.

The content will be condensed and synthesized, and adapted to the limitations of high school Confraternity work. Here again, authors and consultants active in and familiar with this type of instruction will bring their experience to bear upon the project.

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News of School Supplies and Equipment

New Color Medium for All Painting Techniques

A revolutionary new color medium for all painting techniques, called Un-Art-Co (Universal Art Colors), is marketed by The Craftint Mfg. Co., Cleveland, Ohio, after eight years of research and development.

What is being accomplished with the new Un-Art-Co. paints at Cardinal Stritch College is shown below.

These paints are finely ground, highly concentrated, all-purpose artists' colorants. True artists' colors are produced in oil, water color, casein, or plastic by mixing them with any of the four new Un-Art-Co unpigmented bases. All colors and bases are said to be intermixable. An unlimited spectrum and infinite creative possibilities are afforded for teachers, students, and independent artists.

The kit consists of eleven 1" x 4" tubes of colors, one 1" x 6" tube of white, one 1 1/2" x 6" tube each of Un-Art-Co oil, water, casein, and plastic base and complete directions. Individual tubes of colorants and bases are also available.



In the accompanying photograph, Miss Arlyn Wind is creating the "Gold Temple," in the art department at Cardinal Stritch College, Milwaukee, Wis. This is a collage on Masonite using Un-Art-Co colorants and plastic base. Her method is very unusual. She built it up with string and toothpicks, then covered it with the plastic base. She then laid gold leaf on the wet plastic. When this was dry, she brushed and rubbed Un-Art-Co colorants over the gold leaf to produce a very colorful and decorative result.

The Un-Art-Co materials may be purchased from local art supply dealers or from Craftint Mfg. Co., Cleveland 10, Ohio.

SS&E 28

Teacher's Manual for Palmer Penmanship Method

Recently published is the *Teacher's Manual to Accompany Cursive Writing the Easy Way*. It offers general instruc-

tional material on left-handed pupils, diagnostic work, chalkboard writing, and use of handwriting as a language art subject.

Its 32 illustrated pages present valuable instructional material. It may be obtained from the A. N. Palmer Co., 902 S. Wabash Ave., Chicago 5.

SS&E 29

Space-Saving Shuffleboard

Called the Bank-Shot, this 9-foot shuffleboard is the ideal solution to any tight-space-and-budget problem. A fold-away, one-piece unit, the Bank-Shot requires no installation. Just open legs, level, and it is ready for play. It can easily be stored when not in use.



A 12-foot long area is required to accommodate the Bank-Shot and players. Width is 33" overall, height is 31" overall.

More particulars may be had from American Shuffleboard Co., Union City, N. J.

SS&E 30

Value of Dramatization

A series of filmstrips designed to help teachers get wide-awake response by using various forms of dramatization was released this Fall. The filmstrips promise to be a distinct contribution to teacher pre-service and in-service education.

Dramatize Your Teaching, four filmstrips, is directed to all levels of teaching, but shows specifically techniques at the elementary school level. The strips pinpoint the values and procedures involved in dramatizations so as to bring meaning to the learning situation. Most of the color illustrations show children in actual classroom activities.

The following types of dramatization treated in detail: informational dramatization, dramatized story-telling with cut-out figures, simple puppets, shadow figures and plays, scroll movies, humanettes, and masks.

The script was written by Dr. Simon J. Chavez, associate professor at the University of Dayton. The series is produced by William G. Ditzel and distributed by L. E. O'Neill and Associates, 3033 Wilmington, Dayton 19, Ohio.

SS&E 31



For elementary and secondary schools...

New films from Cenco on science and mathematics

Central Scientific proudly announces its entry into the educational audio-visual field with the formation of Cenco Educational Films. Drawing on 71-years experience of supplying the nation's schools with quality science teaching apparatus, Cenco has collected an outstanding movie production staff, headed by Producer-Director David Wisner. This staff is collaborating with noted educators throughout the country to produce 16mm sound, color films for elementary and secondary school sciences.

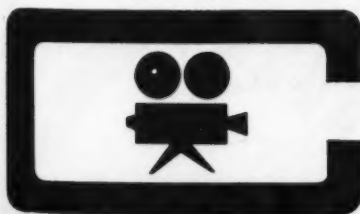
In addition to the films listed, series on Nuclear Radiation, Heat and Cold, and Plane Geometry will be available shortly.

DISCOVERING SOLIDS—a series of five, quarter-hour films on solid geometry explaining the six most common solids. For junior and senior high school levels, color is \$150; black and white, \$75. Write for **Booklet 502**.

EXPLORING BY SATELLITE—dynamic 26-minute film on preparation, launching

and flight of satellite-carrying Vanguard missile. For junior and senior high schools as well as civic groups, color is \$240; black and white, \$120. Write for **Booklet 503**.

SCIENCE FOR CHILDREN—13-film series for grades K1 through 6, treating the habits of various birds and animals, plus the cultural development of the American Indian and the Eskimo. Color price is \$120; black and white, \$60. Write for **Booklet 501**.



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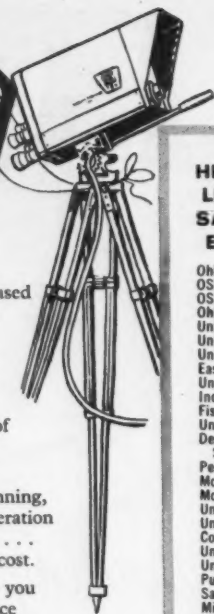
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Audio-Visual News

(Continued from page 628)

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"King Lear" on Record

High praise from the Los Angeles newspapers greeted a staging of Shakespeare's *King Lear* by Immaculate Heart College, under the direction of Robert Speaight who also portrayed the title role. Among the professional and college cast members was Mrs. Bing Crosby, a current IHC student.

Now this cast may be heard in a long playing record released by Immaculate Heart College. Containing the plot in 48 minutes of scenes and selections, this is the first such rendering of *King Lear* in record form.

Intended to aid English and drama teachers, the record is priced at \$3.50. It may be ordered from IHC Records, Immaculate Heart College, 2021 N. Western Ave., Los Angeles 27, Calif.

A-V 60

Ici on Parle Français

Produced specifically for students beginning to learn the French language, *Ici on Parle Français* (21 min., 16mm color: \$225) was designed to make the subject more pleasant and interesting by combining historic and cultural themes with language study.

The narrative is said to be delivered at a slow pace, sentences being brief and uncomplicated. The vocabulary is restricted to high frequency words. Comprehensive teaching guides are available with this film.



Its locale is French Quebec and surrounding countryside. Sequences portray quaint and beautiful rural scenes; bringing in the hay on a 300-year old farm; a family picking strawberries along the banks of the St. Lawrence; a blacksmith performing the almost obsolete task of shoeing a horse. Architecture, ships, and native industries are also pictured.

The film was produced by International Film Bureau of Chicago. Roger Pillet of

(Continued on page 642)

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- For CCD Classes on the high school level.
- For home study, under the guidance and direction of the parents.
- For adult study clubs (the high school texts of the series).

A special feature of the series is the fact that it is designed to enlist the aid of the parents in teaching religion to their children. In this course, home instruction and parish instruction are planned to work together as a unit.

The books are further designed to enable the student to grasp the basic doctrines by giving him sufficient review and repetition of the matter as well as a coordination of Religious Doctrine with Bible, prayer, liturgy, and life situations.

FEATURES OF THE COURSE:

- Designed to have the parent take an important part in the religious education of his child.
- Simple, direct method of presentation

so that anyone with a basic Catholic training can teach the course.

- Stress is laid on fixing in the child's mind the basic truths of faith by which he must live.
- Complete integration of Scripture, dogma, and liturgy in each lesson.
- Foundation of the Course is the Baltimore Catechism.
- Follows the latest catechetical practices.

PLAN OF THE SERIES:

The series is planned to be used in either of two ways:

PLAN I: For CCD classes or other instruction groups where the classes are large and are arranged according to the grade level of the students, one grade to a class.

PLAN II: For use where classes of Christian Doctrine are small and where students of various grades need to be grouped together, or where the course is used by the family alone.

ORGANIZATION:

Primary I and II are for use by children of First Communion age.

Thereafter the series is cycled as follows:
Creed Year, Commandments Year, Sacraments Year for Middle Grades;

Creed Year, Commandments Year, Sacraments Year for Upper Grades;

Creed Year, Commandments Year, Sacraments Year and Vocations Year for High School.

Each book is in the form of a text-work-book containing 32 lessons, one for each week of the school year.

At the end of each 5 lessons, there is a review.

In general, the plan of each lesson is as follows: A short review of the previous lesson; a scripture quotation; an explanation of the quotation in relation to the dogma that is being taught; catechism questions and answers; a Bible story related to dogma being learned; an application of the Bible story and of Liturgy related to dogma; testing material.

PUBLICATION SCHEDULE—

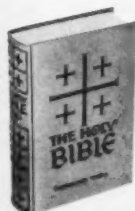
The Creed and Commandments Books will be ready by September of 1961. The remainder of the series will be ready by January of 1962.

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Even many of the largest manufacturers feel that optical and mechanical short cuts are quite acceptable in microscopes designed for the school or college laboratory. Therefore, they design their microscopes with lower-resolution objectives, without condensers, and often simplify mechanical construction. In contrast, UNITRON Student Models MUS, MSA, and MLEB are designed to give regular, professional performance, with no compromise in image quality.

THE LAWS OF OPTICS HOLD FOR STUDENT MODELS TOO

For a beginning student, any enlarged image seen through the microscope will appear exciting. But isn't it just as important to see a correct image? A true picture? Magnification without resolution is empty — the image appears blurred and details are fringed with diffraction lines in much the same way as a faulty TV picture. That's why UNITRON doesn't offer a 'student series' of objectives which, though named to imply "achromatic", still let color and aberrations in through the back door. All UNITRON Student Microscopes are equipped with the same professional-type objectives supplied on our more expensive medical models. Because our high-dry 10X objectives and condensers each have a numerical aperture of 0.65, the student can enjoy the same quality image at 400X or 600X that the medical student sees through his more expensive instrument.

WHY A CONDENSER? In microscopes using 'student series' objectives, the omission of a condenser may not seem too serious, because there is really no high numerical aperture, or resolving power, to be realized. But all UNITRON Student Microscopes have a 0.65 N.A. condenser to utilize the high resolution of our professional quality objectives. We also provide an adjustable iris diaphragm (not merely a disc diaphragm) to control light reaching the condenser. All these extras work hand in hand with UNITRON's anti-reflection coated optics to produce an image of optimum contrast and clarity.

WHAT STAND DO YOU TAKE? Teachers and students want easy operation, durability and adaptability. And that's what UNITRON Student Microscope stands are designed to give. Positive and smooth coarse focusing is by a diagonal-cut rack and pinion. A simple counter-twist of the knobs gives easy tension adjustment to meet any preference. A separate and independent fine focus with full range of travel and a precision micrometer screw to assure sharp images.

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SOMETHING NEW HAS BEEN ADDED.

All UNITRON Student Microscopes now have built-in focusing stops that prevent accidental contact between the objective and specimen slide. This reduces repair costs for objectives and prevents slide breakage. Without the stop, it is easy for beginning students to pass through the critical point of focus, not even realize it, and ram the objective into the slide. The new stop also saves time and temper by automatically placing the image in approximate focus. Student guesswork is eliminated.

NEW 10X WIDE FIELD EYEPIECE

Student microscopes are often chosen with at least two eyepieces, usually the Huygens type . . . a 5X for its large area of view, and a 10X for the magnification needed for critical observations. Now, our new coated 10X Wide Field eyepiece combines both these features in one eyepiece — a large field and the desirable 10X magnification. Teachers will like it: one eyepiece is more convenient than two. There's no chance for the extra one to become lost or damaged. And, it's slightly easier to use the Wide Field eyepiece because of its longer eye relief — you don't have to get your eye so close to the lens. Model MUS is now regularly supplied with this new eyepiece, but it's optional on Models MSA and MLEB, too.

ATTACHABLE SUBSTAGE ILLUMINATOR.

A snap-fit illuminator that attaches by means of the regular mirror mount, this new accessory eliminates any need for mirror adjustments or an outside light source. Even when the microscope is moved or inclined, the illuminator stays in alignment. It combines correct light intensity with convenience. Operates on regular 110-115V. current. The housing is rotatable 180° to give a choice of two types of illumination: bull's eye condenser for concentrated light or plane condenser for diffuse lighting. Built-in blue filters give daylight quality. Cost? — only \$10 as an accessory (less an allowance for the regular mirror if you don't need it.)

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UNITRON Student Microscopes more than meet the general requirements outlined in the Council of Chief State School Officers Purchase Guide. Our microscopes are available with either three or two objectives. Models with two objectives are supplied with a triple revolving nosepiece (with removable plug in the extra aperture) so that you can add another objective when you want it, without the extra expense of changing nosepieces.

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With 10x Wide Field Eyepiece in place of first Huygens, MSA priced at \$104.30 each, for \$91.10 each in lots of 5-10.



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Audio-Visual News

(Continued from page 638)

the University of Chicago was the educational consultant. Marie-Anoinette Martin, head of the French department of the Laboratory School at the University of Chicago, is the narrator. **A-V 61**

Audio Lingual Digest New Foreign Language Aid

With monthly issues, the *Audio Lingual Digest* will implement the "listen and speak" technique in the study of foreign languages.

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In addition, student practice records are available at 25¢ each. These are 7" records, excerpting from each issue so that

pupils may take home their exercises for aural drill and review.

For more information, write Educational Audio Visual, Inc., 29 Marble Ave., Pleasantville, N. Y. **A-V 62**

Bible Dramatizations

An eight-record library of *The Bible Stories* presenting dramatizations of selections from the Bible was recently released by the Library of Sound Education, 124 E. 40th St., New York 18, N. Y.

Sixteen separate passages from both the Old and New Testaments are tastefully presented. Included among them are the story of Noah and the Ark, the Battle of Jericho, Samson, the Birth of Christ, the Last Supper, and eleven more.

They are inspirational for shut-ins and are excellent means of developing student interest and curiosity. Narration, where used, is by Lief Erickson. The records are high fidelity, long playing, 33 $\frac{1}{3}$ rpm. **A-V 63**

Teaching by Television Revised Report

The second edition of *Teaching by Television*, a report from the Ford Foundation and the Fund for the Advancement of Education, has just been published. It revises the first edition of May 1959 to incorporate recent developments in educational television.

Write for a copy to the Ford Foundation, Office of Reports, 477 Madison Avenue, New York 22, N. Y. **A-V 64**

By-Lined Film and A-V Reviews

Crystals

Rev. By J. A. Coyne, O.S.A.

Crystals is a 16mm sound film for the high school course. It is one of a series originally produced for the PSSC (Physical Science Study Committee) physics course, and now available from Modern Learning Aids, a Division of Modern Talking Picture Service, Inc., 3 East 54 St., New York 22.

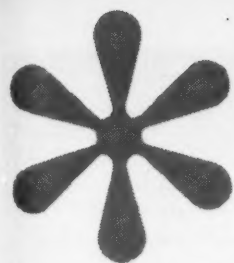
The entire series has fifty-three films—40 of which are ready this Fall. This one on crystals, like the others in the series, does not follow the conventional pattern of high school physics. It approaches the subject matter from the "new look" and this "new look" does have its merits not only for the PSSC course, for which it was originally designed, but also for the classical treatment of high school physics as well.

Crystals was produced in the Bell Telephone Laboratories, the narrator being Alan Holden, a scientist steeped in his subject. The film demonstrates the nature of crystals, how they are formed

and why they are shaped as they are. There are some excellent shots of crystals growing under the microscope. One example in particular is the growth of the alum crystal. The student is urged to follow the example of the demonstrator and start his own crystal garden. There is a fascinating demonstration on the axis of a crystal: mica is peeled off on its axis, quartz is split, and various other compounds are shown. The purpose of this film is to relate these phenomena to the concept of the atom and the structure of the molecule. It points out the order in nature and emphasizes the design of the Creator.

This unique teaching aid, for the physics teacher, is now rentable by all schools through Modern Learning Aids a division of Modern Talking Pictures. However the chemistry teacher would do well to show this film to his class. In fact any science student would enjoy the secrets of nature revealed in this unique film entitled *Crystals*.

REV. JOSEPH A. COYNE, O.S.A.
(Continued on page 646)



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Gifts of God that are useful to man. They include water, minerals, soil, forests, grasslands, fish, and wild animals. It is man's duty to use these resources wisely.

* Definition from EUROPE AND THE MEDITERRANEAN WORLD, illustrated glossary, p. 370.

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Audio-Visual News

(Continued from page 642)

Golden Treasury of Irish Verse

Review by Sr. Mary Anacleto, R.S.M.

Golden Treasury of Irish Verse is a 45-minute recording on a 33 $\frac{1}{3}$ rpm record produced by Spoken Arts, Inc., 95 Valley Rd., New Rochelle, N. Y. It contains recordings of Irish verse read by the distinguished writer and speaker of verse, Padraic Colum. It was produced under the directorship of Dr. Arthur Luce Klein. (Price: \$5.95.)

The record is indeed a "golden treasury" including poems from both literatures of Ireland and climaxing with the charming tale, *Maeshaughlinn at the Fair*—a "you were there" version of the Irish Fair and told by Padraic Colum himself. Among the many treasures on this record are the lyrics so well loved by readers of Irish poetry. Who could ever forget Colum reading *Dark Rosaleen* dwelling on its haunting quality; or *The Coulin* of James Stevens, poet of the present, or again Gerald Griffin's *Eileen Aroon* whose closing lines made Tennyson long that he had written them. Other types of poems depicting love of country, its spirit, its beauty are heard as well as lyrics and folk-tales—*The Bells of Shandon* written to extol the natural beauties of a local scene; *The County of Mayo* by George Fox loses more of the heartbreak of exile when Padraic Colum reads it. A mere cataloguing of titles is futile without an "on the spot" reading of Padraic Colum who brings us so close to the land and its people. The last of the selections, written by Colum, is a treat in itself. He keeps the story simple, yet replete with every vestige of Irish life and character.

Appraisals. One or two sessions of listening to this record will bring great reward. It is particularly suited to senior high school or college students, for it has much to offer in various fields of the curriculum: history, linguistics, economics and politics and especially literature. College students doing research work would find ample sources for investigation. Study groups on either of these levels might engage in many interesting sessions. Let us not, however, forget that it is of tremendous value aesthetically for both the selections themselves and the intimacy gained with Padraic Colum.

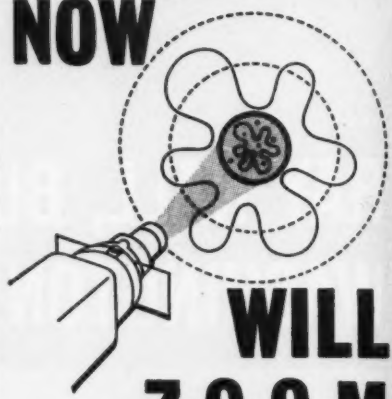
SISTER MARY ANACLETO, R.S.M.
St. Xavier College, Chicago 43, Illinois

Airplanes, Jets, and Rockets

Review by Sister Michaela, O.S.F.

Airplanes, Jets and Rockets. Six color filmstrips copyrighted and produced by (Continued on page 742)

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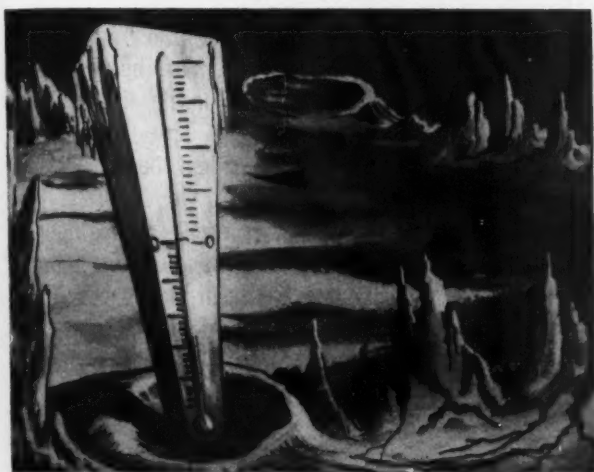
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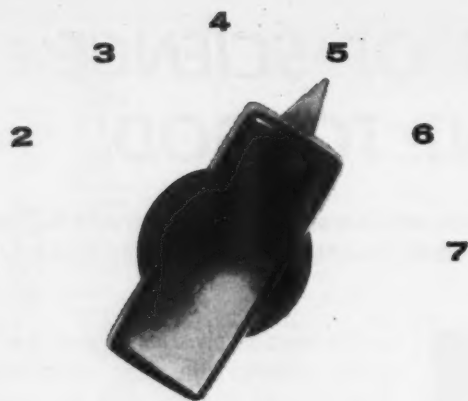
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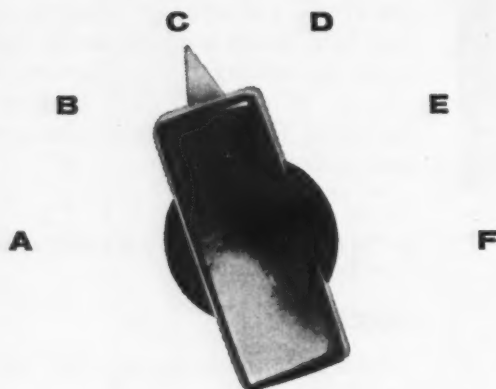
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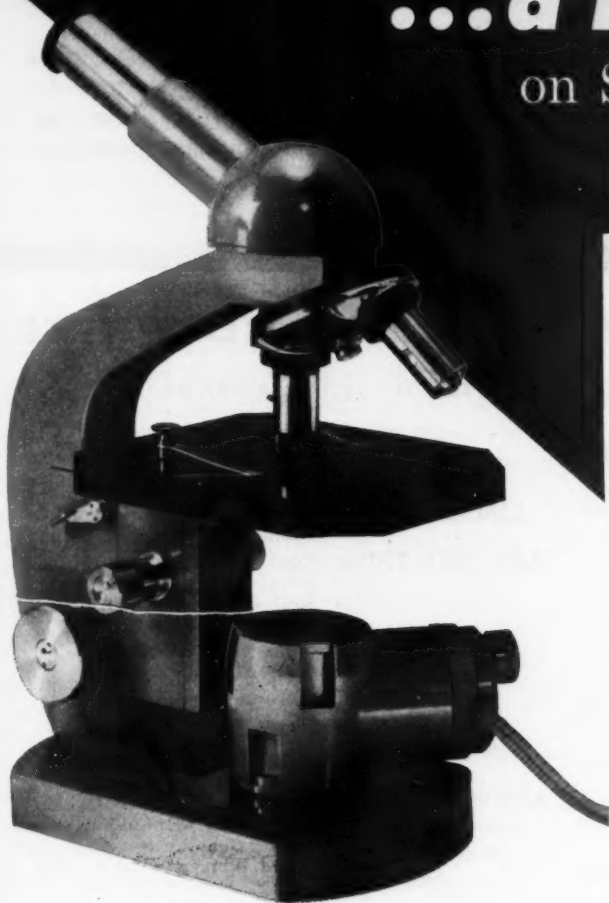
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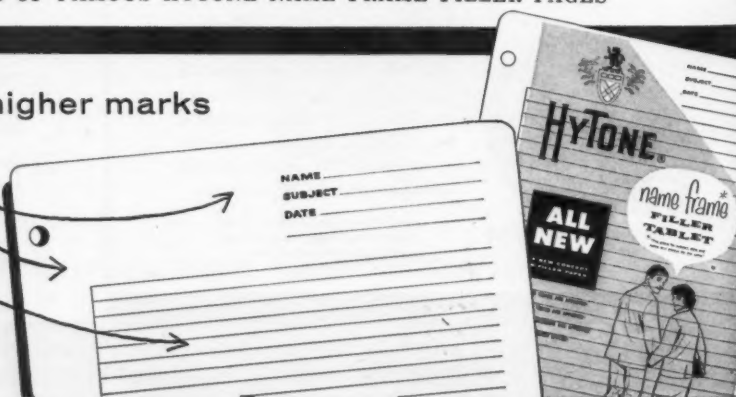
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EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

ATLANTIC CITY, HOST TO THE NCEA

THE NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION holds its fifty-eighth annual convention in Atlantic City during Easter week, April 4-7, 1961. The Most Rev. Celestine J. Damiano, honorary chairman of the convention committee of the NCEA, will be celebrant of the Pontifical Mass which opens the convention in St. Nicholas Church on Tuesday, April 4, at 9:30 a.m. Archbishop Damiano, Titular Archbishop of Nicopolis and Ordinary of the diocese of Camden, will deliver the sermon at this Mass. At 11:00 a.m. on Tuesday, at the opening general meeting in the Ballroom of Convention Hall, Archbishop Damiano will extend words of greeting to the assembled delegates. The Most Rev. John J. Wright, Bishop of Pittsburgh and president general of the Association, will give the keynote address. Later, at 2:00 p.m., there will follow the formal opening of the exhibits on the main floor of Convention Hall. Other general sessions will include a Pontifical Mass in the Byzantine Rite on Wednesday, April 5, at 7:30 a.m., in the Grand Ballroom of the Shelburne Hotel. The final general meeting will take place on Friday morning at 9:30 in the Ballroom of Convention Hall, and the closing departmental meetings will conclude the deliberations of the various departments at 10:30 a.m. in Convention Hall.

Monsignor Charles P. McGarry is chairman of the Atlantic City convention committee. Serving with him are Monsignors McIntyre and Foley and Fathers McMenamin and Clark. This committee has made it possible for visiting priests to offer Mass daily in the Shelburne, Chalfonte-Hadden Hall, Claridge, Dennis, and Marlborough-Blenheim Hotels as well as in the Atlantic City parish churches. Altars are available from 6:30 a.m. to 8:30 a.m. daily, Monday through Friday. Each priest should bring with him an amice and purificator. Delegates may attend Mass at local parish churches, and Masses will be offered daily, at 6:30 a.m. and 7:30 a.m., in the Shelburne Hotel, Tuesday through Friday, for their convenience. On Wednesday, April 5, the 7:30 Mass at the Shelburne will be a special dialogue Pontifical Mass in the Byzantine Rite.

All meetings of departments and sections, unless otherwise stated, will be held in Convention Hall. NCEA headquarters are located in Room 8, second floor, Convention Hall. Room 9, on the same floor, is the pressroom. Registrations are received at the registration desk in the foyer of Convention Hall. Exhibits will be set on the main floor of Convention Hall. Luncheon is available at nominal cost in Convention Hall.



Exhibit and registration hours are scheduled for Tuesday, Wednesday, and Thursday from 9:00 a.m. to 5:00 p.m., and on Friday from 9:00 a.m. to 12:00 noon.

Other organizations meeting in conjunction with the NCEA this year include the Catholic Audio-Visual Educators Association, Catholic Business Education Association, Jesuit Educational Association, National Catholic Adult Education Commission, National Catholic Kindergarten Association, and the Byzantine Rite Teachers' Institute, Archeparchy of Philadelphia.

At its annual meeting, held in Stamford, Connecticut, June 1960, the executive board of the NCEA selected as the theme for the 1961 convention, "The Objectives of Christian Education in Contemporary Society."

Major Seminary Department

Sessions in this department are scheduled for Tuesday at 2:30, Wednesday at 10:00, and Thursday at 10:00. The Thursday meeting is a joint meeting with the minor seminary department, and this joint meeting will listen to a report of regional meetings by Monsignor Frank Schneider of Milwaukee. Bishop John J. Wright, president general of the NCEA, will speak at a joint luncheon of the two seminary departments on Thursday at 12:30. The Friday meeting of the major seminary department, from 10:30 to noon, has scheduled these topics and speakers: "Sociology and the Pastoral Year," the Rev. Frank Sullivan, C.P.P.S., Carthage, Ohio; "Development of Dogma as a Framework for the Teaching of Theology," the Rev. John McQuade, S.M., New Orleans; "Methodology: The Art of Philosophic Procedure," the Rev. William H. Kane, O.P., River Forest, Ill.; "Maturity in the Major Seminary," the Rev. Robert F. Coerver, C.M., St. Louis; and "Accreditation of the Theological Program," the Very Rev. Maur Burbach, O.S.B., Conception, Mo.



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Minor Seminary Department

The first meeting in the minor seminary department, on Tuesday, will listen to papers by the Rev. George Weber, C.M., St. Louis, on "The New Approach in Teaching Mathematics," and the Rev. Richard John, O.S.C., Onamia, Minn., on "The New Approach in Teaching Physics." On Wednesday at 10:00, the Rev. Thomas R. Fitzgerald, S.J., Wernersville, will speak on "Aiding the Gifted Student." A discussion will follow. The afternoon session is reserved for a joint meeting with the vocation section. Both groups will listen to a paper, "Subconscious Factors Motivating Against a Religious Vocation," by the Rev. Godfrey Poage, C.P., of Chicago. The Thursday morning session, as already noted, is devoted to a joint meeting with the major seminary department, and the minor joins with the major also in the joint luncheon on Thursday at 12:30. The 2:00 p.m. session on Thursday presents Mr. Charles A. Brecht of New York, who takes as his topic, "Public Relations for the Seminary." Discussion from the floor will follow. The final meeting of the minor seminary department at 10:30 on Friday will witness a demonstration, "The Language Laboratory," by the Radio Corporation of America. Discussion from the floor follows.

College and University Department

Meetings of the college and university department are scheduled for Chalfonte-Haddon Hall. The opening session on Tuesday has chosen as its theme at a general session: "The Objectives of Christian Higher Education for Contemporary Society." In a first paper, President Theodore M. Hesburgh, C.S.C., of Notre Dame, gives "A Restatement of the Objectives of Christian Higher Education." In a second paper at the same session, Mr. David Riesman of Harvard, takes as his topic, "The Forces of Contemporary Society Which Affect Higher Education."

On Wednesday at 10:00, the department divides itself into a number of groups addressing themselves to a chosen general theme: "The Place of Colleges and Universities in the World of Tomorrow." The particular topic of group 1 is "The International Character of Contemporary Society." Group 2 discusses "The Contemporary Political World," with Brother Jarlath Robert, F.S.C., of Winona, as analyst. The analyst of the topic treated by group 3, "The Picture of the Contemporary Business World," is Dr. Blaise J. Opulente of St. John's University, Jamaica. Dr. C. Joseph Nuesse, Washington, D. C., is analyst for group 4; this group turns its attention to "Contemporary Demands for the Lay Apostolate." Group 5 has as its topic, "The Contemporary World of Learning: Intellectual and Scholarly Careers." Father Benedict W. Ashley, O.P., of Chicago, is analyst. Group 6 takes up "Communications in Contemporary Society," with Sister Mary Hilary, C.P.P.S., Wichita, as analyst.

Father Paul C. Reinert, S.J., of St. Louis, and Robert J. Slavin, O.P., of Providence, will act as co-



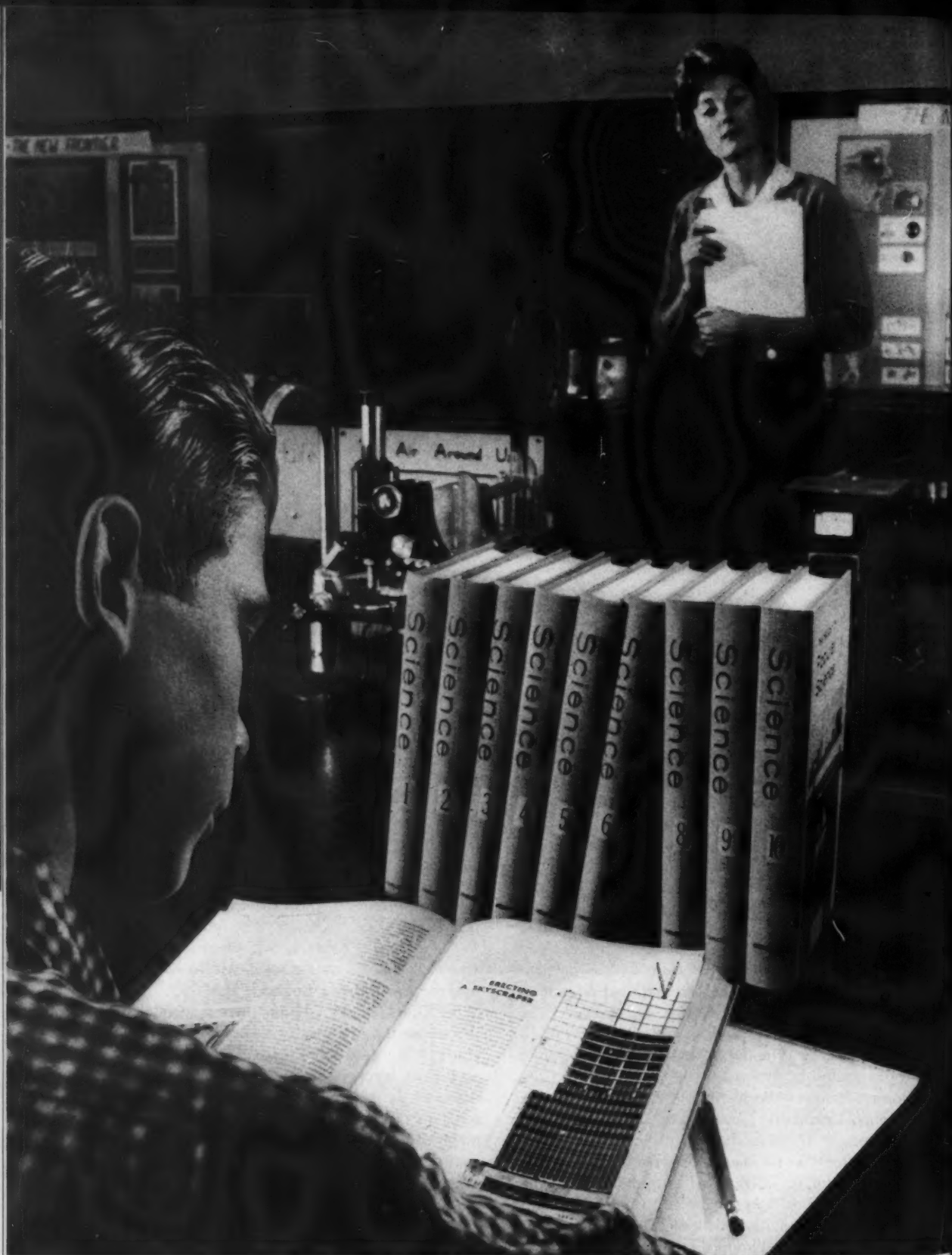
Most Rev. John J. Wright, Bishop of Pittsburgh, and President General of NCEA, Keynote Speaker

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At 2:00 p.m. on Wednesday, the Sister formation section goes into a closed meeting. Admission to this closed meeting is by ticket and invitation only. The theme of the discussion is "Organization and Administration of Small Sisters' Colleges." Sister Catherine, D.C., national chairman of the Sister formation conference, will act as general chairman, with Sister Elizabeth Ann, I.H.M., of Los Angeles, as program chairman. They will jointly choose the panelists.

The college and university department sets aside Thursday morning as the time reserved for visiting exhibits, but the Sister formation section begins a closed meeting for major superiors and college presidents at 10:00, Thursday. Admission is by ticket and invitation only. The section has chosen as a theme: "Planks of Personnel Policy as Formulated at the 1960 NCEA Convention." Sister Catherine, D.C., will again act as general chairman. The chosen speakers are Father John A. Fitterer, S.J., of Seattle; Mr. Francis C. Pray, Council for Financial Aid to Education, Inc.; and the Rev. Mother Regina, I.H.M.

On Thursday at 2:00 p.m., there is scheduled a meeting under the auspices of the committee on graduate study, and at the same hour there is a meeting of the section on teacher education. Also at 2:00 p.m. Thursday, will be a joint conference of registrars and admissions officers of the college and university department with the secondary school department. The co-chairmen of this conference are Dr. Catherine Rich of Washington, D. C., and Brother E. Anthony, F.S.C., of Philadelphia. On the concluding day of the convention the department will listen to "A Reportorial Summary of the College and University Department's Program," by Dr. Robert J. Kidera of Marquette, and a second paper, "The College and University Department Faces the Future," by Monsignor Francis J. Lally of Boston.



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School Superintendents' Department

The school superintendents' department restrict their meetings to Thursday. A number of standing committee meetings will be in session from 10:00 to 12:00. From 2:00 to 4:00 p.m., a closed general meeting will be in progress. The annual dinner meeting begins at 7:00 p.m.

Secondary School Department

The opening meeting of this department, beginning at 2:30 p.m. on Tuesday, with Monsignor Edmund J. Goebel of Milwaukee as chairman, will hear a paper by the Most Rev. James W. Malone of Youngstown, "The Adaptation of the Catholic School Secondary Curriculum to Contemporary Society." On Wednesday at 10:00 a.m., Brother Bartholomew, C.F.X., of Newton Highlands, Mass., will introduce the Rev. Thomas J. Costello, superintendent of the diocese of Syracuse, who will speak on "The Responsibility of the Catholic Secondary School to Develop Alert Leaders and Conscientious Citizens." Following this address, Mr. John McAdams of the Pan American Union, talks to the group on "The Implications of Current Trends in Contemporary Society for Catholic Secondary Schools."

The afternoon meeting on Wednesday is a sectional meeting on Religion, with Brother E. Anthony, F.S.C., of Philadelphia, as chairman. The Rev. Julian L. Maline, S.J., of Detroit, takes as his topic, "Does Catholic High School Education Make Catholics?" A second sectional meeting devotes itself to Instruction. Brother John T. Darby, S.M., of Dayton is chairman and introduces speakers on the language laboratory method for teaching foreign languages. Dr. Alphonso Tous of Mineola, N. Y., speaks on "The Nature and Philosophy of the Language Laboratory Method," while Brother Gerald E. Morris, S.M., of Brooklyn proves that "The Language Laboratory Need Not Be Expensive." Brother Cuthbert, C.F.X., of Baltimore, presents "Some Thoughts on Language Laboratory Equipment." Sister Jean Patrice, S.L., of Denver, takes as her subject, "A Teacher Looks at the NDEA Language Institute Program."

A sectional meeting on Administration, also at 2:00 p.m. Wednesday, has the Rev. Edward J. Kroyak of Springfield, Mass., as chairman. This meeting takes the form of a panel introduced by the Rev. John F. Sullivan, S.J., of Chicago. His subject is "The Administrator's Direction of In-Service Training." The panelists are: Monsignor Arthur T. Geoghegan, Providence; Sister M. Hyacinth, O.S.F., Milwaukee; Brother Edward Daniel, C.F.X., Louisville; and the Rev. Thomas E. Lawton, C.S.C., and Sister Mary St. Edward, S.M.D., of Bridgeport, Conn.

On Thursday at 10:00 a.m., chairman Father Joseph C. Hilbert of Lebanon, Pa., introduces a sectional meeting of Religion with Monsignor Eugene Kevane of Washington, D. C., giving a paper on "Teaching Sacred Scripture in the Secondary School." A second sectional meeting beginning at 10:00 a.m. is devoted



Most Rev. Celestine J. Damiano, Bishop of Camden, and Honorary Chairman of NCEA Convention Committee

to Instruction, with Sister M. Patrice, O.S.F., of Milwaukee, as chairman. The Rev. Francis B. Schulte of Philadelphia addresses himself to the topic, "Developing the Articulate Catholic Student," while Sister St. Agnes, S.S.J., of Philadelphia, gives a paper on "Developing the Critical-Minded Catholic Student." Dr. George J. Gill of New York, presents his thinking on "Developing the Civic-Minded Catholic Student." A third sectional meeting, on Administration, is scheduled also for 10:00, with Father Lorenzo K. Reed, S.J., of New York, as chairman. The topic is worded "The Administrator's Direction of Public Relations." The chosen panelists to handle the topic are: Brother Dan Sharpe, S.M., of Milwaukee; the Rev. Gerald R. Sheahan, S.J., of St. Louis; Sister Alfreda Marie of Ventura, Calif.; Sister Mary Eugene, S.S.J., of Springfield, Mass.; Brother Gabriel Bernardine, F.S.C., of Arlington, Va.; and Brother Joseph G. McKenna, F.S.C.H., of West Roxbury, Mass.

Thursday afternoon is reserved for visiting exhibits. Members of the department will take note that the joint conference of registrars and admissions officers is scheduled for 2:00 p.m. Thursday.

The closing meeting of the department on Friday will have Brother Bartholomew, C.F.X., president of the secondary school department, as chairman. The assembled delegates will hear the Rev. Richard D. Mulroy, O.Pream., associate secretary for the secondary school department, NCEA, speak on "Reports on Catholic Secondary Education."

Elementary School Department

The opening meeting of the elementary school department at 2:30 on Tuesday has Monsignor John Paul Haverty, president of the department, as chairman. The speakers will be the Rev. Neil G. McCluskey, S.J., of Spokane, and Mr. John Cogley of Santa Barbara.



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Catholic Department
New York and Burlingame

On Wednesday at 10:00, Mrs. Nancy McCormick Rambusch of Greenwich, Conn., will deliver a paper on Montessori Education. Also at 10:00 o'clock, a special meeting takes up the topic, "Today's Teacher, Today's School, Today's World," with Monsignor Joseph P. Tuite of Newark as chairman. The speakers are Sister Imeldis, O.S.F., of Milwaukee, and Miss Alberta Beeson of Tucson. Interrogators are Sister Marietta, C.D.P., of San Antonio, and Miss Joan Costa of Brooklyn. The elementary department reserves Tuesday afternoon for visiting exhibits, but supervisors will remember that Brother Bernard Peter, F.S.C., will be chairman of a supervisors' meeting at 2:00. This meeting will feature Brother Adelbert James, F.S.C., of New York, in an address, "Lifting the Sights of the Supervisors."



Rt. Rev. Msgr. Charles P. McGarry, chairman of the Atlantic City Convention Committee

On Thursday at 10:00 the topic selected is "The New Mathematics," with Sister Mary Consilia, O.P., of Newburgh, N. Y., as chairman. The speaker is the Rev. Stanley J. Bezuska, S.J., of Chestnut Hill, Mass. A second meeting at 10:00 a.m. takes up the topic, "The Non-Graded School—Fact or Fallacy." Monsignor James T. Curtin of St. Louis is chairman, and a chosen panel will address itself to the subject. A third meeting at 10:00 has the topic, "The Ongoing FLES Movement." The chairman is Monsignor Timothy F. O'Leary of Boston. Speakers are Mme. Anne Slack of Boston, and Sister Marie Roseanne, I.H.M., of Drexel Hill, Pa. A demonstration will be presented by Sister Ruth Adelaide, S.C., of Mt. St. Joseph, Ohio.

At 2:30 p.m. on Thursday, a subject of unique interest is undertaken, "Devotion vs. Devotions in Catholic Elementary Schools." The superintendent of schools of the diocese of Bridgeport, the Rev. John F. McGough, is chairman and will introduce two speakers: Brother Bernard Peter, F.S.C., of New York, and the Rev. Rollins Lambert of Chicago. A second session at 2:30 p.m. treats of "The Bible in the Life and Work of the Teacher." The superintendent of the archdiocese of Detroit, Monsignor Vincent Horkan, is chairman, and will present the Rev. John J. Castelot, S.S., of Plymouth, Mich. A third meeting at 2:30 takes up "Religious Education: The Kerygmatic Approach,"

with Sister Marie Charles, M.H.S.H., of Boston, as chairman, and Mother Mary Robert Falls, O.S.U., of Washington, D. C., as speaker.

At the closing meeting on Friday at 10:30, a debate is the order of the day: "Be It Resolved That the School Day, Exclusive of Lunch Period, Be Not Less Than Five and One-half Hours Long." Sister Hilda Marie, O.P., of Chicago, is chairman. The Rev. H. Clinton Teacle, superintendent of the schools of the diocese of Alexandria, La., defends the affirmative position, and Sister M. Teresa Francis, B.V.M., of Duquesne, the negative position. A second debate of which Sister M. Francis de Sales, H.H.M., of Cleveland, is chairman, will have Sister Mary Alphonsus, S.C., of Scarsdale, N. Y., in the affirmative position. The subject is "Be It Resolved That Report Cards Be Abandoned in Favor of Three Parent-Teacher Conferences Annually."

Special Education Department

The Rev. Daniel Kirwin, superintendent of schools in the diocese of Wheeling, is chairman of the opening meeting of the special education department on Tuesday afternoon at 2:30. Msgr. John B. McDowell, superintendent of schools in the diocese of Pittsburgh, is the first speaker; he takes as his topic, "The Philosophy and Objectives of Catholic Special Education." A second topic, "Integrating the Resources of Catholic Special Education," will be taken up by the Rev. Francis Lo Bianco of Newark. A question period will follow.

On Wednesday morning at 10:00, in Room C, Convention Hall, Msgr. Sylvester Holbel, superintendent of schools in the diocese of Buffalo, will act as chair-



Rt. Rev. Msgr. Fredrick G. Hochwalt, Executive Secretary of NCEA

man and introduce a number of panelists to discuss the psychological and instructional problems of handicapped children: Dr. Adam Sortini of Boston, on "Acoustically Handicapped Children"; the Rev. William H. Roche of Boston, on "The Maladjusted Child"; Mother M. Angela, C.S.S.F., of Buffalo, on "Mentally Handicapped Children"; Sister Rose Gertrude, S.S.J., of Buffalo, on "The Multiple Handicapped Child"; Sister M. Paul, H.H.M., of Cleveland, on "Ortho-

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pedically Handicapped Children," and Sister M. Boniface, I.H.M., of Philadelphia, on "Visually Handicapped Children." Discussion from the floor will follow.

At 2:00 p.m. on Wednesday, with Sister Sarena, D.C., of New York, as chairman, the session will deal with the topic, "Helping Handicapped Children." The first panelist, Mr. Walter Kelly of New York, takes as his phase, "Through Special Classes." The second speaker, Sister M. Assumpta, M.Z.S.H., of Oakmont, Pa., chooses "Through Special Schools." "Through Special Supplementary Services" is the topic undertaken by Sister Joseph Mary, S.N.D. de Namur, of Washington, D. C., and Dr. Michael Marge of Jersey City. Sister Joseph Mary is scheduled to speak on "A Remedial Reading Program," and Dr. Marge on "A Speech Program." These four panelists will answer questions from the floor.

Thursday morning is given to the visiting of exhibits. On Thursday afternoon at 2:00, Sister Anne Columba, C.S.J., will act as chairman and present three panelists to handle the topic, "How to Present Religious and Moral Truths." Sister Mary Carl, C.S.J., of Randolph, Mass., deals with "Acoustically Handicapped Children"; Sister M. Laurine, C.P.P.S., of St. Louis, with "Mentally Handicapped Children," and Sister Jean Marie, O.P., of Bronx, with "Visually Handicapped Children." The panelists will undertake to answer the questions presented.

On Friday at 10:30 a.m., Msgr. Felix Pitt of Louisville, is chairman of the final meeting of the department. Two speakers, Brother Alfred Frederick, F.S.C., of New Orleans, and Father Harry G. Hynes, superintendent of schools in the diocese of Greensburg, will take opposite sides of the question presented in the topic: "What about the Placement of Gifted Children in Special Classes or Schools?" Brother Frederick gives the affirmative answer and Father Hynes, the negative answer. This pro-con presentation will draw discussion from the floor. Delegates with a marked interest in special education will flock to this meeting.

Vocation Section

The vocation section has scheduled meetings for the usual hours observed by other departments, but have not to date assigned the speakers. It is planned to treat of a number of topics: "Every Cleric and Every Religious a Recruiter," "Population Explosion-Vocation Response!" "Psychological Problems and Vocation Candidates," "Unified Publishing Effort," "A Primary Objective of Christian Education-Developing a Sense of Vocation," and "Communications Media at the Service of the Vocation Apostolate." The secretary has secured a number of speakers. Among them are Monsignor William Furlong of South Orange, N. Y.; Monsignor Martin Christopher, Washington, D. C.; the Rev. John J. Walsh, M.M.; the Rev. Francis J. Eagan, C.S.S.R., New York; the Rev. Myles Colgan, O.C., Chi-

cago; Sister Margaret Louise, O.S.J., Brooklyn; and Sister M. Ignatius, C.S.J.

Special Sessions

A number of special sessions are worthy of note. The National Catholic Adult Education Commission meets at Colony Motel. A first session on Thursday at 9:30 a.m. addresses itself to the topic, "The Catholic College and University Programs of Adult Education." Monsignor Francis W. Carney of Cleveland, director, Institute of Social Education, gives a report and evaluation of a survey. A second session at 2:00 p.m. Thursday takes the topic "The Catholic Social Action Groups," and Monsignor William F. Kelly, director, Social Action Department, diocese of Brooklyn, gives a report and evaluation of a survey. Mr. Russell Barta, executive director, Adult Education Centers, archdiocese of Chicago, treats of "Diocesan Programs of Adult Education," and gives the report of a survey and an evaluation of it. Discussion from the floor follows the presentation of these reports. Finally, a dinner meeting at 7:00 p.m. on Thursday presents the Rev. Joseph B. Gremillion of National Catholic Relief Services, NCWC. Father Gremillion will give a talk on "Adult Education and the Social Apostolate."

The National Catholic Kindergarten Association will hold its meetings at the Marlborough-Blenheim Hotel. On Wednesday at 10:00 a.m. the eighth biennial convention of NCKA formally opens. Sister M. Agnes Therese, I.H.M., president of NCKA, will introduce Monsignor William F. McManus, superintendent of schools in the archdiocese of Chicago, and honorary president of NCKA, to lead the delegates in prayer. At this session Monsignor John F. Bourke, superintendent of schools in the diocese of Albany, will give the opening address: "The Objectives of Christian Education at the Kindergarten Level." At 2:00 p.m., a panel on reading readiness is scheduled, with Mother St. Bernard, O.S.U., treasurer of NCKA, as chairman. The panel members address themselves to specified topics. Mrs. Milton Young of Detroit takes "The Kindergarten Program-A Readiness Program"; Sister Mary Elizabeth, O.S.F., of Clinton, Iowa, "Reading Readiness-With Few Children." A floor discussion follows; Mother St. Bernard, O.S.U., closes with a summary.

On Thursday at 10:00 a.m., Sister Mary Ada, C.S.J., of Loudonville, N. Y., is chairman, and will introduce Sister M. Kilian of Detroit, to speak on "Creativeness and Child Growth"; Miss Frances Vaughan of Brooklyn, on "Foundations of Self-Control in the Young Child"; Sister Alice Frances, C.S.J., of Jamaica, N. Y., on "Music Making Before Making Music"; and Mrs. Ann Bravo of New York, on "Early Explorations in Science."

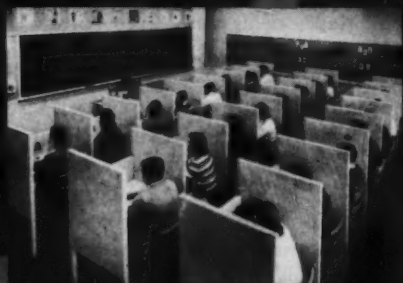
At 2:00 p.m. Thursday, Sister Margaret Rosaria of Newark is chairman of a Resource Center, in which the speakers of Wednesday afternoon and Thursday morning will exhibit materials and carry on discussions pertinent to their respective fields.



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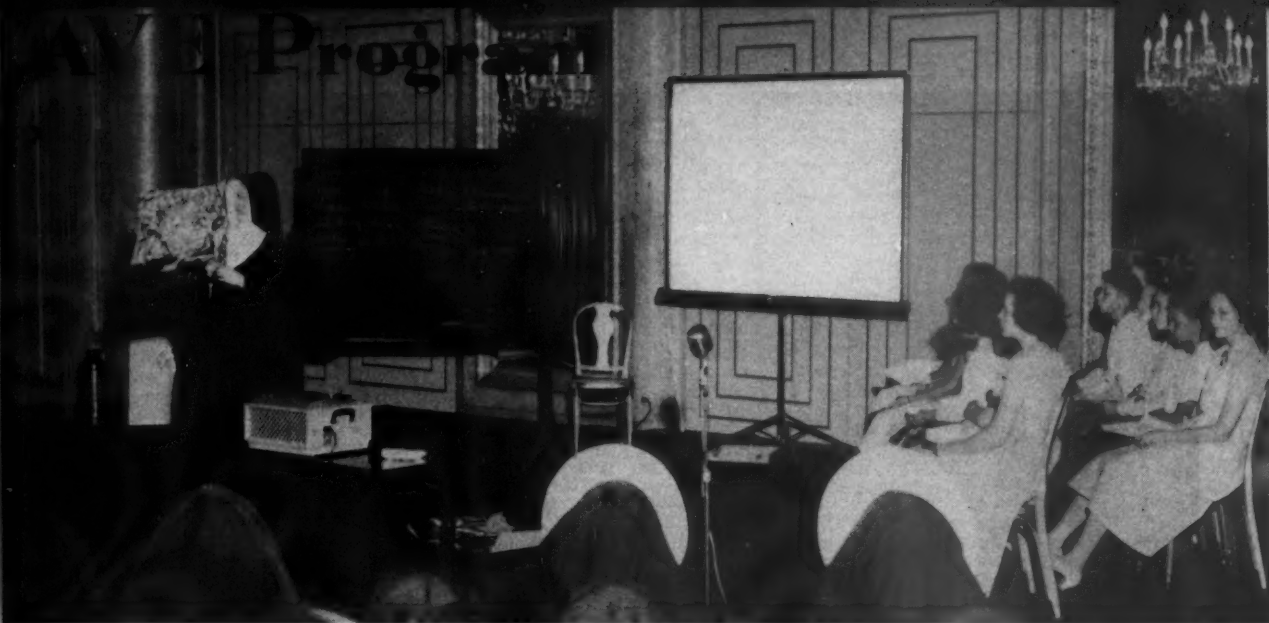
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Tuesday, April 4, 1961 —Room A, Convention Hall

2:30 P.M.—Opening Session

Chairman: Rt. Rev. Msgr. Paul E. Campbell, A.M., LL.D., Ed.D., Editor, *THE CATHOLIC EDUCATOR*

1. Greetings: The President of CAVE, Rt. Rev. Msgr. Leo J. McCormick, Ph.D.
2. Introducing CAVE Program chairman: Sister Margaret Mary, C.R.S.M., Gwynedd-Mercy Junior College, Gwynedd Valley, Pa.



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REV. JOHN A. McADAMS

Assisting her in the program committee were four supervisors: Sister M. Lauretta, C.S.B.; Sister M. Eugene Joseph, S.S.J.; Sister M. Lelande, I.H.M.; and Sister M. Antonita, O.S.F.

3. **THE DIOCESAN AUDIO-VISUAL LIBRARY**
Rev. John A. McAdams, Director, Archdiocesan Audio-Visual Library, Newark, N. J.

3:30 P.M.—Demonstration

Chairman: Sister M. Desideria, C.S.B., Mt. Alvernia, Reading, Pa.

HOW TO ACCELERATE READING WITH AUDIO-VISUAL AIDS

Demonstrator: Sister M. Herculane, C.S.B., Villa Maria, Stamford, Conn.

Assistant Demonstrator: Sister M. Lorette, C.S.B., Bishop Egan High School, Levittown, Pa.



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Wednesday, April 5, 1961 —Hotel Shelburne

8:00 A.M.—CAVE-Industry Breakfast Meeting

—Room A, Convention Hall

10:00 A.M.—Demonstration

Chairman: Sister John Catherine, O.S.F., M.A., Central High School, Reading, Pa.

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Assistant Demonstrator: Sister Martina Therese, O.S.F.



SISTER M. MONETTO, O.S.F.

A review lesson of the science unit, "Communication, Past and Present," with pupils of grades seven and eight. The use of charts, models, filmstrips, flannelboard, and the tape recorder will be demonstrated.

11:00 A.M.—Demonstration

Chairman Sister Marie Therese, I.H.M., St. Agnes School, West Chester, Pa.

TEACHING FUNDAMENTALS IN PARAGRAPH BUILDING USING VISUAL AIDS

Demonstrator: Sister Marian William, I.H.M., Immaculata College, Immaculata, Pa.

Assistant Demonstrator: Sister Maureen Daniel, I.H.M., St. Agnes School, West Chester, Pa.



SISTER MARIAN WILLIAM, I.H.M.

Working with a class of pupils from St. Agnes School, the instructor will demonstrate the use of visual aids in the teaching of creative writing. The fundamentals of paragraph building will be given concrete form in this presentation of a typical lesson in written composition. Used will be: filmstrip projector, posters, charts, flannelboard, chalkboard.

Wednesday, April 5, 1961

—Room A, Convention Hall

2:00 P.M.—Demonstration

Chairman: Mother Laetitia Marie, S.S.J., St. Joseph Faculty House, Philadelphia, Pa.

THE DIOCESAN HIGH SCHOOL TEACHER AND THE LANGUAGE LABORATORY



SISTER MARIE JOSEPHINE, S.S.J.

Demonstrator: Sister Marie Josephine, S.S.J., Little Flower High School, Philadelphia, Pa.

Discussion of some practical applications of mechanical devices to language teaching, using German as the target.

Thursday, April 6, 1961 —Hotel Shelburne

8:00 A.M.—CAVE Board of Directors Breakfast Meeting

—Room A, Convention Hall

2:00 P.M.—Demonstration

Chairman: Mother M. Irene, S.H.C.J., Sharon Hill, Pa.

TEACHING SOCIAL SCIENCES WITH AUDIO-VISUAL AIDS

Demonstrator: Mother M. Euphrasia, S.H.C.J., Sharon Hill, Pa.



MOTHER M. EUPHRASIA, S.H.C.J.

Assistant Demonstrator: Mother Louis Mary, S.H.C.J. Holy Child School, Sharon Hill, Pa.

Sixth and seventh grade pupils will have a developmental lesson on aspects of the Civil War. Through the use of audio-visual materials, the people and events of that period will come right into the classroom.

3:00 P.M.—Demonstration with Motion Pictures

Chairman: Sister M. Antonita, O.S.F., St. Agnes Hospital Annex, Philadelphia, Pa.

TEACHING RELIGION WITH MOTION PICTURES

Demonstrator: Sister M. Maura, C.H.S.M., Archbishop Prendergast High School, Philadelphia, Pa.



SISTER M. MAURA, C.H.S.M.

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Our Math-for-Fun Days

AS A FOREMOST AIM in teaching mathematics, I have started each new school year with an earnest effort to impart a love and enthusiasm for the subject to my pupils. Teaching eighth grade for over a dozen years, I find the average class to be about 40% mathematically inclined and the other 60% ranging from stoic resignation to the subject, to definite disdain or sheer boredom.

Our first math period of the year is much the same. I tell the class we are to have math-for-fun days instead of regular arithmetic periods every now and again, particularly when we have moved ahead of schedule in our regular assignments. I suggest that since they know what a regular arithmetic lesson is but may not be so sure of what I term a math-for-fun day, we had better have one of these for a get-acquainted lesson. I then write a thirty-three digit number on the board and ask for volunteers to read it back. The reaction is unfailing—some look amazed—others as if they didn't see straight; all register incredulity. I assume a surprised air at the lack of response and finally receive some timid but futile attempts.

I next suggest taking out their reading texts, merely because it has more pages than any others, and with the injunction, "Turn to page—"; a three digit number such as 247 is written on the board. "Now read that," which of course is easily done. I write another number, perhaps 316 which is also easily read. Surprised, I query, "Why, I thought you couldn't read numbers." "But Sister," and a shower of hands goes up. "Those numbers have only three figures; anybody can read that much," I am informed. To which I instantly retort, "But no number has more than three figures to read!" This always catches the attention of any who may not have been interested up to this point. A dozen or more are quick to assure me I have made a false statement. This is the time to refer to the thirty-three digit number I had first written and above each comma I place its name, thus:

Nonillion	Octillion	Septillion	Sextillion	Quintillion	Quadrillion	Trillion	Billion	Million	Thousand
879 , 625 , 896 , 236 , 717 , 283 , 007 , 641 , 298 , 431 , 863									

Using my hands to form a parentheses I block off one section and say, "Read this much." The class does so. "Now read its comma name." They do so. This is repeated for several sections. "Now see, there are

never more than three figures to be read at a time; the comma or 'Street' names tell where the numbers 'live.' Now let's read the whole number." All enjoy doing this and we repeat it two or three times. The class is then assured that they do not have to learn such large numbers, only through the trillions, but anyone who wishes to do so may copy them down. The suggestion that they try it at home on father, uncle, or big brother always brings happy smiles. This lesson ends with a warning not to let the government see this amount or it might be spent! By this time most of the pupils have decided that arithmetic isn't so bad after all—may be it is going to be fun.

Short Cuts

Another math-for-fun lesson consists in presenting the standard rules of divisibility and multiplication to be used as short cuts. The children are told they do not *have* to learn these rules but it might be wise to copy them in their notebooks just in case they change their minds and wish later that they had them. It is surprising how many want to do something as soon as they do not have to do it! The need for practice in using these methods is stressed if they are to become practical short cuts, and extra credit is promised to those who do problems involving these rules in addition to assigned work. The advantage of multiplying quickly by 11, 15 and 25 is particularly emphasized.

When we dealt with squaring numbers I gave only the short cut for numbers ending in 5 and 0, and the multiplying of a square by 4 to obtain the square of twice its root. Thus 4 times 8^2 is equal to 16^2 . The square of numbers ending in 5 was used constantly in our daily oral drill along with the squares of numbers from 1 through 25 and the cubes of numbers 1 through 12. If any are not familiar with the squaring of numbers ending in 5, merely square the 5, putting down the 25 as the last two digits of the square to be found and then multiply the tens figure by 1 more

Sister Mary Ruth now teaches eighth grade at St. Thomas More School, Decatur, Ga., although she used the method described at St. Bernadette School, Drexel Hill, Pa. Sister has been teaching for twenty-eight years at schools in Massachusetts, New York, Pennsylvania, Maryland, and the District of Columbia. Mathematics has always been a hobby. She has endeavored to stimulate pupils to "research" in that line.



than itself to obtain the first two digits of the square. Thus:

$$35^2 \text{ equals } \begin{array}{r} (1) \quad 5^2 \quad 25 \\ (2) \quad 3 \times 4 \quad 12 \quad \hline 1225 \end{array}$$

This led one day to the question: "Is there a way to square numbers ending in 25?" I suggested making a list of numbers from 1025 through 2525, squaring them and placing the results beside the numbers. When this was done the children were directed to study the resultant squares for similarities. It was evident at sight that all the squares ended in 625, so we had that for a start. It took a bit longer before it was noticed that a zero came next for all roots which were even before the 25, and a 5 for all roots containing an odd number before the 25. So we had progressed to:

$$\begin{array}{ll} 1325^2 & (175) 5625 \quad \text{or} \quad 1,755,625 \\ 1625^2 & (264) 0625 \quad \text{or} \quad 2,640,625 \end{array}$$

No further successes were obtained that period so I promised a continuation for the next day. Further study brought many suggestions. Some of them worked with one or more numbers but not with all, so had to be discarded. The children learned thereby that to establish a given formula, it must be proven under all conditions and with many experiments. Three possibilities finally emerged and proved true for all the numbers listed. Two children simultaneously noted that two of these processes were in reality included in the third. This proffered bit of information was duly proved to everyone's satisfaction and the third formula was accepted. The "inventor" felt like an Einstein! Here are our findings, all the children's own work. I do not claim the process is original; it probably is not but I have never seen it in any book I have used and the deductions were all original as far as the class was concerned.

To square numbers ending in 25:

- (1) The last three digits will always be 625.
- (2) The fourth last digit will be 0 if the root number is even before the 25 and a 5 if an odd number.
- (3) The remaining answer will be the square of the number before the 25 in the root, plus half of itself. The fraction remaining from odd numbers is to be disregarded.

$$\begin{array}{lll} \text{Example: } 1625^2 & (1) & 625 \\ & (2) & 0 \ 625 \\ & (3) & 264 \ 0 \ 625 \\ 1725^2 & (1) & 625 \\ & (2) & 5 \ 625 \\ & (3) & 297 \ 5 \ 625 \end{array}$$

Inspired by Biography

Much of the rest of our "research" into numbers was inspired by the biography of Charles Proteus Steinmetz.* The children were fascinated by this

man's ability to do almost anything with numbers. So we decided to study a list of numbers just to see what related facts we could discover. Each child made a list from 1 to 50 and placed beside them the resultant squares. The numbers and their squares were scrutinized for similarities or evident relationships. It was amazing how many were noted. First, that all numbers before and after 25, placed in their ascending or descending progression from that number, had the same last pair of digits. Also that the number before the last two digits in the squares was in a definite pattern of progression. Thus, 26^2 being 1 past 25, was 100 more than the square of 24², which was 1 before 25; 24^2 being 576, and 26^2 being 676. We then rearranged the lists as follows:

Number	Square	Square	Number
24	576	676	26
23	529	729	27
22	484	784	28
21	441	841	29
20	400	900	30
19	361	961	31
18	324	1024	32
17	289	1089	33
16	256	1156	34
15	225	1225	35
14	196	1296	36
13	169	1369	37
12	144	1444	38
11	121	1521	39
10	100	1600	40
9	81	1681	41
8	64	1764	42
7	49	1849	43
6	36	1936	44
5	25	2025	45
4	16	2116	46
3	9	2209	47
2	4	2304	48
1	1	2401	49

The pairs of related numbers always totalled 50. The class was keen after this discovery to see if the same relationship held for numbers 51 to 100. They were told to make their own lists for these numbers and study them out of class time if they so desired. A goodly number of pupils did so and found a similar pattern. The pairs of numbers before and after 75 had the same last two digits but the first part of the square increased by 300's instead of 100 as in the first set. Also the two sets had the very same last two digits.

$$\begin{array}{lll} 24^2 & 576 & (\text{increase of } 100) \\ 26^2 & 676 & \\ 74^2 & 5476 & (\text{Increase of } 300) \\ 76^2 & 5776 & \\ & 23^2 & 529 \quad (\text{Increase of } 200) \\ & 27^2 & 729 \\ & 73^2 & 5329 \quad (\text{Increase of } 600) \\ & 77^2 & 5929 \end{array}$$

The second set of numbers having the same last two digits as the first set were just 50 more in each case. 23 and 73; 29 and 79, etc.

Anxious to Continue "Research"

By this time the class was definitely interested in numbers as such and anxious to prolong their "research." As mentioned before they had been given

* Steinmetz—*Maker of Lightning*: Sigmund A. Lavine (Dodd, Mead & Co., New York, 1959).

short cuts for squaring only with numbers ending in 5 or 0. They wanted short cuts for squaring other numbers. "Well, find one," was the challenge. This took quite a bit of trial and error experimentation but it was well worth it in the end, not only because of the success attained but mainly because of the thinking it demanded. Here are the results:

To square two digit numbers:

- (1) Square the last digit, carrying if necessary.
- (2) Twice the product of the digits carrying from #1 if necessary.
- (3) Square the first digit carrying from #2 if necessary.

$$\begin{array}{r} 84^2 \quad (1) \quad 4^2 \quad \quad \quad 16 \\ (2) \quad 2(8 \times 4) + 1 \text{ (carried)} \quad 65 \\ (3) \quad 8^2 \quad + 6 \text{ (carried)} \quad 70 \\ \hline 7056 \end{array}$$

For numbers in the 100's:

- (1) Square the last digit carrying if necessary.
- (2) Twice the product of the last two digits plus carrying from #1.
- (3) Square of first two digits, plus twice the last digit, plus carrying from #2.

$$\begin{array}{r} 127^2 \quad (1) \quad 7^2 \quad \quad \quad 49 \\ (2) \quad 2(7 \times 2) + 4 \text{ (carried)} \quad 32 \\ (3) \quad 12^2 \quad + 14 + 3 \text{ (carried)} \quad 161 \\ \hline 16129 \end{array}$$

For numbers in the 200's, 300's, 400's, etc., the same procedure may be used except that in the third step the last digit must be multiplied by twice the first digit when adding the square of the first two digits.

Thus for the 100's we multiplied by 2
for the 200's we multiplied by 4
for the 300's we multiplied by 6, etc.

This Led to Cubes

Naturally finding the squares led to finding cubes. Only about ten children persevered in their efforts to succeed here. It was suggested that they cube a set of numbers and study the partial products for clues. At length we had the following set up:

To cube numbers in the teens:

- (1) Cube the last digit, carrying if necessary.
- (2) Square the entire number, plus the last digit times the number, plus the square of the last digit, plus carrying from #1.

$$\begin{array}{r} 14^3 \quad (1) \quad 4^3 \quad \quad \quad 64 \\ (2) \quad 14^2 \quad \quad \quad 196 \\ \quad 4 \times 14 \quad \quad \quad 56 \\ \quad 4^2 \quad \quad \quad 16 \\ \quad \text{(carried)} \quad \quad \quad 6 \\ \hline 2744 \text{ or } 2744 \end{array}$$

For numbers in the 20's, double step 2 before carrying.

For numbers in the 30's, three times step 2 before carrying.

For numbers in the 40's, four times step 2 before carrying, etc.

Except for numbers in the teens and 20's this procedure was not very practical but it certainly involved excellent mental exercise. With regard to raising numbers to high powers the children further discovered that any number raised to the 5th power always ends the same as the original root. Thus: 4^5 is 1024; 7^5 is 16807.

1, 5, 6, and 0 have the same ending for any power.

9 always ends in 9 when raised to an odd power and in 1 for an even power.

4 always ends in 4 when raised to an odd power and in 6 for an even power.

Another math-for-fun lesson dealt with proportion problems involving time. Such problems as one person or group doing a certain piece of work in a given time and another person or group doing the same work in another time, to find how long it would take them working together. The clue word "MAD" had been given for such problems since multiplying the times given, adding them, and then dividing the results, fitted in with the electrical engineers formula of $Tt/(T+t)$, T stands for the longer time, t for the shorter time, Tog for time required working together.

One Child's Observation

One of the children noticed that when t was exactly half of T , Tog was always $1/3 T$. We did a great many problems to prove this fact and then worked on other times to see what we could find. Here are our gleanings:

If t is $1/3 T$, Tog is $1/4 T$.

If t is $1/4 T$, Tog is $1/5 T$.

If t is $1/5 T$, Tog is $1/6 T$. Etc.

We then went to work on fractional times having a numerator other than 1 and this is what we discovered:

Use the same numerator as given, but add the numerator and the denominator to form the denominator of Tog .

Ex. If A does a piece of work in 1 hour and B does it in 40 minutes, how long will it take them working together?

$$T = 60 \quad 40 \text{ is } 2/3 \text{ of } 60.$$

$$T = 60 \quad 40 \text{ is } 2/3 \text{ of } 60.$$

$$t = 40 \quad Tog \text{ will be } 2/5 \text{ of } 60 \text{ or } 24 \text{ minutes.}$$

$$T = 88 \quad 33 \text{ is } 3/8 \text{ of } 88.$$

$$t = 33 \quad Tog \text{ will be } 3/11 \text{ of } 88 \text{ or } 24 \text{ minutes.}$$

However, our math-for-fun days did not always consist of such strenuous mental work. For a deviation the class was taught the alphabet and number readings in the Binary System; also the Russian duplex method of multiplication.

Can and Should Students

YES

He was a scholar, and a ripe and a good one; Exceeding wise, fair-spoken and persuading; Lofty and sour to them that lov'd him not; But to those men that sought him sweet as summer.—Shakespeare. *Henry VIII*, Act IV, sc. 2, 1.51

THE DEAN OF MY COLLEGE accepts as accurate the average student's rating of his "best" and "poorest" instructors. He questions the student's competence to evaluate the "in-between" group.

We know that when he can choose, the college student will enroll in courses taught by his best instructors. He will stoically endure required courses from the in-between instructors and appeal to the dean to delay enrolling in courses taught by the poorest instructors on one of many pretexts known to deans and department heads; such as, "I'll take the course next semester or next year," and trust that he can catch a best or in-between instructor in the turn of the wheel of schedule.

The college student does not easily complain about his poor instructors. He has a good sense of charity and fair play about this and is still young enough to act from an early-teen tribal aversion to "squealing." Pushed to desperation by the wheedling of his dean and the prospect of an unprofitable course, he will talk reluctantly. On the other hand, he will talk easily and even volunteer information about his best instructors.

Competent to Point to Best and Poorest

Without the aid of tested questionnaires (several colleges we know of have conducted tests without disclosing their findings), and relying solely on the testimony of deans, department heads, and colleagues, it seems safe to accept the student's competence to point out the "best" and the "poorest" instructors.

How do deans and department heads arrive at their

division of instructors into best, in-between and poorest? Probably something like this:

1. Personal conferences with them.
 2. Listening to them expound their views at faculty conferences, meetings.
 3. Studying their examinations.
 4. Comparing their grades against grades earned by their students in the courses of other instructors.
 5. Reading their publications.
 6. "Monitoring" or "visiting" their classes.
 7. Sounding out their colleagues for appraisal of their peers.
 8. Keeping a record of information volunteered or "milked" out of their students.
 9. Checking the instructor's use of the college library.
 10. Observing the instructor's awareness of proven new methods of classroom and laboratory presentation.
- "Shall the gosling teach the goose to swim?" asked Thomas Fuller in his *Gnomologia* in 1732. Indeed, how do students acquire their opinions of their instructors?

Have More Exposure to Instructors

College students suffer more exposure to their instructor *qua* instructor than do deans and other instructors and principally in the following encounters:

1. Students see their instructor for a full period (the dean "visits" rarely and seldom stays for a full period), every school day of every semester.
2. Students see and hear their instructor on his good days and his off days.
3. Students sense when the instructor is prepared for his lecture and when he isn't—and note how often.
4. Students quickly learn if the instructor side-tracks easily and follows the lead of clever students to digress into football, politics, or rock-and-roll.
5. Students discover early whether the instructor will fall victim to the student who masks his poor tests and papers with many useless questions in class and with posing of problems and pseudo problems before and after class.
6. Students will laugh at all the instructor's jokes when they sense he expects the comic response—a perverted modern version of Defoe's scholars who "loved the doctrine for the teacher's sake" (*Character of the Late Dr. S. Annesley*).
7. Students come prepared to make comparisons after having learned from other students what to expect of an instructor.

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Father Lauritis taught high school for two years before joining the faculty of Duquesne University in 1944. There he was instructor of English and journalism, founder and chairman of department of journalism, founder and director of WDUQ-FM, and director of public relations. After a seven-year interruption as editor of *Paraclete* and *Our Province*, he returned to Duquesne as associate professor of English in 1958, teaching 14th and 15th century English literature.

Rate Their Teachers?

NO

A DEFINITE ASSET to the teacher is the ability to assess the competence of his teaching. The development and evaluation of the lesson plan is a necessary adjunct to teaching; however, the teacher may be prejudiced in his own findings and will be subject to ratings by others. The rating may be informal on the part of supervisors, other teachers, and pupils; or there may be a formal rating by these persons. Nevertheless, there remains a certain attraction to ask or solicit the evaluations of pupils as a measure of teacher effectiveness. A difficult task of discernment is to determine whether the teacher is being rated for popularity or for effectiveness.

Studies that have been attempted to assess the value of pupil rating of teachers have been mired in further difficulties which concern the rater and the rated. Teacher competence studies have been undertaken. Morris Cogan¹ states that the findings of competence studies have, however, been inconsistent and unconvincing. The reason most advanced for this is the fact that there is little agreement on a basic definition of a good teacher. Under such conditions, when fundamental issues remain unresolved, it is almost inevitable that the results of even the most rigorous research should be severely criticized. Such conflicts, essentially philosophical in nature, have not been sufficiently resolved. Personal opinion evaluations have failed to relate to pupil growth and development, albeit they are recognized as significant criteria of teacher effectiveness. When pupil change has been adopted as a criterion measure, the findings have been restricted by limitations of the instruments and techniques available. An additional difficulty is the identification of a specific teacher to whom such changes can be attributed.

Studies Show Ineffectiveness

Various studies have shown the ineffectiveness of opinion polls of pupils rating their teachers. Dealney² would have the teacher appeal to the students' sense of maturity and honesty. The results can only be opinion, and the subjectives of such a measure is further colored by attempts at flattery and humor. Such a poll might not even be worth the time devoted to such an experiment. The factors associated with such judgments can also be questioned to the extent that different students viewing the same teacher assign contradictory attitudes. Even using an objective instrument, student attitudes are projected toward the teacher. Chansky³ found this to be the case using the

Minnesota Teacher Attitude Inventory as an instrument. In the absence of well-defined cues, the interpretation of projection was confirmed. Not having been cued to their teacher's attitude during the first phase of the experiment, the differences between those who saw their teachers as encouraging freedom, understanding or respecting the children; and between those who saw the teacher as a disciplinarian or helper of the helpless was interpreted in light of the projective hypothesis. Students, without their awareness, assigned attitudes which they themselves held. Certain attitudes which students assigned to their teachers differentiated between democratic and authoritarian, influenced to a degree by the attitude of the rater. Democratic raters are apt to give more democratic ratings; authoritarian raters are apt to give more authoritarian ratings.

High School Seniors Surveyed

The difficulties of subjective ratings by students are further emphasized by Fitzpatrick⁴ in an analysis of *Teachers and Teaching* by Frank W. Hart, published by the Macmillan Company. A survey was made of 10,000 opinions of high school seniors and an analysis of those opinions. The case was made for the keenness of the students' analysis of their teachers by showing that the teacher best liked was not always the teacher judged the best at teaching. The difference between the popular and the good teacher is also presented for review, but no effort is made to determine the characteristics of the good teacher of what makes teaching effective. The suggestion is made that a rating of a teacher might be made by asking not how you would rate your teacher, but by a comparative analysis of all the students' teachers appraise the qualities that determine the good teacher and the popular teacher. The conjecture is made that evaluation by the pupils might be helpful to the instructor, but the ways this might be helpful are not specified. There is no recom-

(Continued on next page)

Father Niehaus has been teaching at Duquesne University since 1952, serving also since 1953 as assistant dean of the school of education, after a year as dean of the college of arts and sciences. For the four prior years he taught at Holy Ghost College. He has an M.Ed. degree from Duquesne University and a D.Ed. degree from Villanova University. Father belongs to various professional societies.



Students Rate Teachers? No

(Continued from preceding page)

mendation that this information might be helpful in the hands of the administrator, in fact, the contrary opinion is expressed that the use of this information is doubtful in the hands of the administrator.

Yacyk⁵ remarks that he used a questionnaire to determine pupils' needs and interests. The results of his questionnaires helped him to find methods or combinations of methods that best suited the conditions in his classroom, as well as materials for instruction. He also, however, speaks of the prejudiced evaluation of pupils toward the positive when those methods are used which arouse interest, independent thinking, and judgement on the part of the pupil, the evaluator.

Predictiveness of Pupil-Teacher Rapport

Rabinowitz and Rosenbaum⁶ have made a study of the failure in the predictiveness of pupil-teacher rapport. The essential purpose of their study was to determine the success with which several test instruments could predict the pupil-teacher rapport achieved by a group of teachers. The participating subjects took the tests as student teachers; the criterion measure of rapport was obtained approximately one year later in the classrooms of the same subjects, who were then completing their first year of teaching. By employing test and criterion measures that were clearly separated in time, the study attempted to determine the predictive validities of the tests for the criterion used. Pupil-teacher rapport was measured through pupil responses to questions about their class and their teacher. The variable to be predicted was, therefore, not teacher behavior, but pupil reactions to teacher behavior. The authors selected the following tests which on the basis of prior research and educational theory could be expected to function as predictors of pupil-teacher rapport: (1) the Minnesota Teacher Attitude Inventory, (2) the California F Scale, (3) the Draw-a-Teacher Technique, (4) Sims SCI Occupational Rating Scale, (5) Strong Vocational Interest Blank, (6) Inventory IV—Satisfaction Score. In their study, pupil-teacher rapport was defined as the generalized, conscious, subjective regard expressed by pupils for their teacher. In order to secure measures of the way in which the pupils perceived their teacher, an inventory, *My Class*, was constructed. This inventory consisted of 47 scored items comprising four scales: Halo, Disorder, Supportive Behavior, and Traditionalism. The Halo scale was designed to indicate the extent to which the pupils have a general feeling of liking for the teacher, while the other three scales were intended to measure fairly specific teacher and pupil behaviors. For each teacher in this study, there were 17 measures; nine test scores, seven classroom observation measures, and one measure of pupil-teacher rapport based on pupil reactions. The primary analysis of these data consisted of correlating each of these measures with the other 16. A multiple regression analysis was employed

using the pupil-teacher rapport criterion with all of the test variables except the MTAI-Rational Key Score as independent variables. When weighted optimally with the partial regression coefficients, the eight test scores correlated .496 with Halo. This multiple correlation coefficient is not significant. The major finding of this study is the failure of the tests, singly or in combinations with one another, to predict subsequent pupil-teacher rapport as measured by the Halo scale. Each of the tests was selected for study because theory or past research, and sometimes both, encouraged its use as a potential predictor. The fact that one of these tests adequately functioned to predict pupil-teacher rapport is therefore of particular interest. Only Manifest Teacher Hostility, a measure, based on classroom observation of the teacher, correlated significantly with rapport. Again it would seem obvious that pupil reaction to teacher conducted ratings will inevitably show pupil reaction to Halo or hostility and not necessarily indicate the good teacher. Unless specifically guided in the direction of effectiveness, the reaction tends to popularity rating. The problem still remains then to determine not only characteristics but also instruments for measuring effectiveness of individual teachers. Achievement can be measured, but the problem remains of the assignment of responsibility for achievement to individual teachers.

Three Crucial Factors

Cogan,⁷ in his study, did attempt to investigate the relationships between certain specific, observable behaviors of teachers and the amounts of required work and class-related self-initiated work performed by their pupils. Three crucial factors were involved in the research design. The first is that the criterion measures were taken in terms of the amount of work performed by the pupils. Such consequent measures avoid the disadvantages of ratings by principals and supervisors. They fall short, however, of measuring pupil change. Nevertheless, it was felt that pupil work is very closely related to pupil change in the learning sequences of the classroom. If it is at present impracticable to measure pupil change, then the measurement of pupil work as the variable intervening just prior to such change may be a productive concept. A second important element of the research was the use of specific, clearly defined classroom behaviors of teachers as the independent variables, in contradistinction to the fairly common use of a sort of global variable called "competence." A third major factor in the design of the study was the reliance upon the reports of the pupils as the most important source of data concerning their work and the relative behaviors of their teachers. Although the teachers' rating of the pupils' reports on the behaviors of their teachers are both included in the data collected, the primary emphasis is upon the data secured from the pupils. Cogan gives as the reason for this the fact that the pupils are in an excellent posi-

tion to report on their own work and on the behaviors of their teachers.

Affect-Laden Behaviors

The affect-laden behaviors of the teachers were described. The terms assigned were: (1) inclusive, as referring to the approachable teacher; (2) preclusive, the cue for avoidance of the dominant aggressive, rejective type enlisting a minimum of required work to avoid an anxiety-laden stimulus; (3) conjunctive, competence in classroom management and ability to communicate. The third independent variable, the conjunctive, was estimated at being much less affect-laden than the other two but, nevertheless, considered to be a major factor in the teaching-learning process. The behavior of the teacher, as perceived by pupils, influences the nature and extent of (1) motivation of the pupils, (2) communication with pupils, and (3) the "tone" of the classroom experiences, which may instigate certain pupil work resulting in change. The teacher behaviors represented as the first in the train of events leading to pupil change constitute the independent events of the hypothesis. The central concern of this piece of research was the investigation of the relationships of three measures of teacher behaviors to two dependent variables—the measures of required and self-initiated work performed by the pupils.

It may be said that the pupil survey failed to provide items by which pupils could differentiate between those teachers who were disjunctive-but-inclusive and those who were conjunctive-but-preclusive,¹ if indeed such differences exist at all. There is further possibility that the pupils may perceive their teachers in such a unitary manner that the halo-effect of the strong, overriding impression makes differentiation impossible. As defined by the pupil-survey, the perceptions of inclusiveness and conjunctivity seem to be highly inter-related. It is impossible to surmise from this study that inclusive behaviors consistently accompany conjunctive behaviors and that the high degree of intercorrelation between the two merely reflects this phenomenon.

Climate for Each School

Insofar as the over-all findings of the preceding analysis are concerned, the inclusive and the conjunctive scores of a teacher may have some validity as indices of the teacher's ability to motivate his pupils, if the criteria of this ability are stated in terms of the pupil's perceptions of the amount of required and self-initiated work they do. It is of interest to note that from the pupil survey there was a kind of pervasive and characteristic climate for each school. This climate appeared to be independent of the socio-economic description of the community in which the school was located.

As a result of the perception analysis employed by Cogan, in the determination of inclusiveness, preclusiveness, and conjunctivity, several interesting find-

ings are evident. First, the individual pupil's ratings tend to differ for different teachers in their perception of the teachers' behaviors and the amounts of work performed. Second, the principals' ratings are not consistently related to the pupils' rating of the teacher. Third, the teachers estimates of their pupils' required and self-initiated work are significantly related to the pupils' own estimate of their work. Fourth the relationship of the preclusive behaviors to the work scores is not clear, the evidence being inconclusive. Fifth, strong evidence is adduced to show that in the perception of the pupils, scores on inclusive and conjunctive behavior of teachers are related to scores on the performance of required and self-initiated work of the pupils.

A result of this study indicates there may be some value in the stability and discriminative power of the pupils' scores on items of teacher behavior.

I think Levinson² describes fairly well the present condition of pupil rating of teachers. It is his judgment that when we try to evaluate our teaching-learning situations by the standard techniques, we often fall into the same difficulty as those who would formulate opinions about student popularity solely from classroom observations. The sociogram corrects misconceptions in the latter case, but the typical types of scholastic tests too often scratch only the surface.

¹ Morris L. Cogan, "The Behavior of Teachers and the Productive Behavior of Their Pupils," *Journal of Experimental Education*, XXVI-XXVII (Sept.-June 1957-1959).

² Arthur A. Dealney, "When Students Rate Their Teacher," *Peabody Journal of Education*, XXVII (1959-1960).

³ Norman Chansky, "The Attitudes Students Assign to Their Teachers," *Journal of Educational Psychology*, XLIX (1958).

⁴ Edward A. Fitzpatrick, "How Pupils Rate Teachers," *Catholic School Journal*, LIX (June-Dec. 1959).

⁵ Peter Yacyk, "Eliminate the Negative," *Journal of Business Education*, XXXIV (Oct. 1958-May 1959).

⁶ W. Rabinowitz and I. Rosenbaum, "A Failure in the Prediction of Pupil-Teacher Rapport," *Journal of Educational Psychology*, XLIX (1958).

⁷ *Op Cit.*

⁸ M. Levinson, "The Probing Pen Technique to Evaluate the Teaching-Learning Situation in the Classroom," *California Journal of Secondary Education*, XXXV (February, 1960).

Students Rate Teachers? Yes

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8. Students who have had the same instructor in another course compare his grasp of the new subject with the former and observe whether his techniques have improved (a student I had the first time I taught the Chaucer course volunteered the information that he regretted having taken it at that time because he had heard that the course had become "so interesting").

Granting that student evaluation of instructors has some value, may we consider the reduction of the student body into segments that would help us arrive at a more particular and reliable datum?

Since most major fields of study do not begin to distinguish students from each other until the junior

Students Rate Teachers? Yes

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year, we may dismiss the first two years if only because the student has had courses in these years not far above what he had already at least germinally in high school. At the junior level, the student finally becomes exposed to the specialized literature of his major: the definitive editions and the learned journals with all their scholarship, apparatus, history, and critical analyses. Now he begins to see what scholarship exists in the field and how much of it his instructors deliver in their lectures. The junior student starts to close the gap that spread between his germinal knowledge and the specialized knowledge of his instructors. He and his instructors now drink from the same wells. No more pabulum or barleywater: surveys, selections, manuals, etc. We may say that the little horse and the big horse drink the same undiluted water, and though still not nearly peers, the little horse and the big horse talk about the taste of the water with a healthy respect for each other's opinions.

At this period of his education, the student, well into his major field and with the vision of his graduation and first steps in his chosen profession growing brighter and drawing nearer, feels the strong hand of necessity compelling virtue and to paraphrase Byron (*Childe Harold's Pilgrimage*, Canto III, Stanze 107), "exhaust thought and hives wisdom with each studious year." He means business and demands top performance from his instructors. He has put fun and student follies into their proper perspectives. Skill and knowledge have become paramount. He has learned, with Sidney Smith, that "one of the best methods of rendering study agreeable is to live with able men and to suffer all the pangs of inferiority which the want of knowledge always inflicts" (*Second Lecture on the Conduct of the Understanding*.)

By the end of the senior year in a well-planned curriculum, the student has become cognizant, if not exactly master, of the general principles, history, literature, and apparatus of his major field. He knows the principal bibliographical sources, the important works, experiments, research, and documents. He has discovered that truth can become more elusive than 2 x 2, in many areas is still not demonstrably definitive, and that many opinions about it, although differing, can be respectable and must be respected, and that there may be an element of truth in all of them.

Trusted to Furnish Usable Data

If we grant that a senior in his last semester in college can achieve such knowledge (and that is ostensibly the aim of the sound college curriculum), may we concede that on the strength of this knowledge, he is equipped and can be trusted to furnish usable appraisal data of his instructors? In the light of the objectives of his major study and granting his successful attainment of these objectives, I believe we must admit

that he is more fit than under-classmen to make the kind of evaluation we are talking about. The question then will be: (1) how to get this information from him; (2) how to make use of it. The second phase of the question I leave to the dean. For the first, I submit an experimental questionnaire:

THE INSTRUCTOR AS SEEN BY HIS STUDENTS IN LECTURES AND EXAMINATIONS

1. Knowledge of the general bibliography of his field.
(a) up-to-date (b) slipping (c) antiquated
2. Knowledge of the specialized bibliography of his field.
(a) up-to-date (b) slipping (c) antiquated
3. Knowledge of the current research and new teaching aids and methods:
(a) up-to-date (b) slipping (c) antiquated
4. Examinations and quizzes:
(a) comprehensive (b) arbitrary (c) inadequate
5. Research assignments:
(a) too advanced (b) geared to student's stage of development (c) too easy
6. In matters of taste, opinion:
(a) gives all sides (b) insists on his own opinions (c) no stand
7. Oral presentation:
(a) careful (b) indifferent (c) slovenly
8. Attention span:
(a) stays close to subject matter (b) often strays (c) easily led off by students
9. Discretion:
(a) distinguishes essential from non-essential
(b) stresses essential and non-essential equally
(c) over-stresses non-essentials
10. Willingness to discuss further implications of lecture material outside of class:
(a) encourages it (b) gives grudgingly of his time (c) discourages it
11. Attitude toward class questions and discussion:
(a) gives class all the time it wants (b) equates time and importance of material (c) discourages both
12. Achieves course objectives:
(a) eminently (b) successfully (c) unevenly
13. Classroom atmosphere:
(a) strictly business but dynamic (b) scholarly but flexible (c) cold and impersonal ("Herr Professor")
14. Interest in the student:
(a) aims to make the student "stretch" (b) "take it or leave it" (c) makes learning "fun"
15. Grading of papers and examinations:
(a) too high (b) fair (c) too low

Perfect Anonymity

In the administration of the questionnaire, the student would receive the paper with the name of the instructor written or typed on the top of the first page and indicate his answers by underlining only one of

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Venerable John Neumann

Founder of First Catholic School System in U.S.

BISHOP JOHN NEUMANN ARRIVED in Philadelphia by train March 30, 1852. The Philadelphia which greeted his eyes was in many ways the most distinguished city of the new republic—the home of the Randalls, the Allens, and the Drexels. Its broad, well laid-out, and tree-lined streets were the admiration of the Eastern coast. Philadelphia ranked as one of the young nation's foremost centers of learning with Girard College, Pennsylvania University, and well-known medical schools. It was a city of wealth and refinement.

Little did anyone realize that the bishop who came so quietly was to set in motion and provide the pioneering push for an organization which would exceed in importance any of Philadelphia's previous educational establishments.

Five days after Neumann's coming the pewholders of several parishes in a spirit of cooperation (Neumann's views on parish schools were already well known) held a meeting to determine the preliminary arrangements necessary for the establishment of permanent parish schools.

A later meeting on May 3, 1852, in the Bishop's own home made history by setting up a Central Board of Education for the Diocese of Philadelphia.

While laying the groundwork for the first diocesan Catholic school system in America the Bishop left to his assistants the refinement and social graces of Philadelphia and plodded from one growing settlement to another in the country areas. Many of the places he visited are today diocesan sees themselves—Harrisburg, Scranton, Trenton, Camden, and Wilmington. Besides visiting these larger towns he went beyond, into the remote villages of several mountain ranges from Allentown in the east to Snow Shoe in the west, from Williamsport in the north to Chambersburg in the south.

Problems Faced Him

When we consider the problems which he faced, those of the present seem less towering. Immigrants were arriving by the boatload from Europe with few priests in their company to care for them. Communities were springing up beyond the Pocono and Allegheny Mountain ranges and along the Schuylkill, Delaware, and Susquehanna rivers.

Virtually without a chancery staff, Neumann attended to the essential matters and the many details

connected with governing such an enormous diocese. Like many bishops of his time he made decisions which preserved the faith for succeeding generations.

Bishop Neumann would surely have been justified in concluding that the problems confronting the Church in his time defied adequate solution. Human prudence advised curtailment of building and consolidation until more funds were available. But to have followed such a policy would have meant the loss of thousands of immigrants in the fast growing coal towns near Scranton and Pottsville, and in the farming areas around Lancaster, York, and Reading.

Impressive Building Program

Neumann, putting aside human calculations, plunged into a building program which seems impressive even by present day standards. More than any other bishop of his time, the little Bishop of Philadelphia put into brick and mortar the recommendations of the First National Council of Baltimore concerning the establishment of parish schools.

Encouraged by his zealous concern for Catholic education, communities of teaching Sisters, who were to bring inestimable blessings to the diocese, came to Philadelphia. At Chestnut Hill, on the outskirts of Philadelphia, the Sisters of St. Joseph began an academy for girls. At Susquehanna and Reading the Sisters of the Immaculate Heart began their school service to the diocese. Under Neumann's supervision the Sisters of Notre Dame de Namur, the Holy Cross Sisters, the Third Order of St. Francis took root in Philadelphia.

John Neumann's respect for learning came early in his career. In his little home in the picturesque village of Prachatitz in Southwest Bohemia, the boy

Father Boland is an assistant at St. George's, Glenolden, Pa., where he teaches inquiry classes. For seven years he taught inquiry classes at St. Michael's, Levittown, Pa., and for two years, Confraternity classes for high school boys. A graduate of parochial elementary and high schools, he took his training at St. Charles Seminary, Overbrook, Pa. He has contributed to various Catholic periodicals including the *Homiletic* and *Pastoral Review*.



showed such fondness for reading that a bookcase was built especially for his use.

The town of his birth still bears evidence of its staunch Catholicity. During the war with the infamous Hussite, Ziska, the One-Eyed, eighty supporters of the Catholic Faith were imprisoned in the town's old church. The bent iron rods of the sacristy windows show the desperate effort of those within to free themselves from their fiery prison.

Family Prayed Together

Philip Neumann, a Bavarian, and Agnes Lebis, his devout wife, who was of Czech lineage, were worthy of the faith which had been so staunchly preserved during the religious wars of the sixteenth century. They encouraged religious practices in the home and saw to it that the family prayed together every evening.

The young student's record at nearby Budweis gymnasium may explain his patience in later years with lagging students. During one term when he had to live at a boarding house where the landlady's son bothered him constantly, John's scholastic career almost came to an inglorious end.

Later at Budweis Seminary Neumann made greater progress. Under the guidance of Professor Karl Koerner he acquired a love for Sacred Scripture he would never lose. From this time Neumann always carried with him a copy of the Bible which he read daily.

Resolved to Be a Missioner

A stirring lecture by the director of the seminary, Father John Koerner, on St. Paul, and the practice of reading the reports of the Leopoldine Foundation, inflamed in the young seminarian a burning resolve to go to America as a missionary. To prepare himself for this goal Neumann began spending much of his time studying languages and strengthening his body and soul for the sacrifices and hardships which awaited him.

Neumann fully expected to be ordained before sailing for America but to his dismay the bishop of Budweis seemed in no hurry to ordain his class. There was already an abundance of priests in the diocese.

With only 200 francs in his pocket (about forty dollars) Neumann set out for America. Arriving in Strassburg he received word that he would not be needed in Philadelphia as he had been told, but his services would be welcomed in New York. Bargaining for passage on the Europa, the young Neumann sailed from Havre, April 20, 1836.

On Trinity Sunday after forty days' passage, the ship sighted land. Only one hour from the port of New York the captain decided to drop anchor. There were some sick on board. If they landed immediately the ship might be sent back to Europe by quarantine officials. So they stayed outside the

harbor. Neumann, however, finally prevailed on the captain to let him off in a rowboat which took him to Staten Island.

It was the feast of Corpus Christi when he set foot in Manhattan, a thriving metropolis of 300,000 people stretching a full mile up from the Battery. Neumann arrived in a downpour. He knew no one, and had only one dollar in his pocket. After searching wearily and in vain for a Catholic Church he turned in for the night at the tavern of a Swiss innkeeper. There he received directions to the Church of Father Joseph Schneller. The good German pastor gave him the address of Bishop Dubois, who welcomed the young cleric with open arms.

Ordained, Sent to Buffalo

Within a month Dubois ordained Neumann a priest (June 25, 1836) and sent him off to Buffalo, a boomtown of 16,000. From the deck of a canal boat Neumann got his first look at the city which Clinton's "Big Ditch" had helped to build.

The Erie Canal, completed only four years before, was turning the little town of Buffalo into a thriving gateway to the West.

Father Pax of Buffalo was more than happy to see the young German-speaking priest. The burden of caring for thousands of immigrants, with long lines at the confessional, and frequent sick calls, was too much for the two priests stationed there.

Neumann then did two characteristic things. Given his choice of either serving the more established city parish or the rough country area he chose to work the circuit of villages around Buffalo. When he found the only school in the vicinity of Williamsville under the direction of a teacher whose conduct was far from satisfactory, the young priest took over the classes himself for seven months until a suitable substitute could be assigned. By December of 1839 he was establishing a third school at nearby Lancaster.

Not Distracted from Care of His Own Soul

Neumann's parish included the villages of Transit, Sheldon, Batavia, Pendleton, and Tonawanda. The continual round of duties arising from the care of so many missions did not distract the young priest from the care of his own soul. He rose early each day to prepare well for Mass. There was time after his Mass each day for thanksgiving. It would be difficult to find in the lives of the saints a soul more concerned with curbing idle words and unkind remarks.

Neumann was very sensitive to the slightest violation of charity in speech. Usually he spoke softly. Even in his laughter there was evidence of restraint. Any bishop would rejoice in clergymen as zealous and spiritual as Neumann. But the little, serious-minded priest was not content in his lonely ministry. He became convinced that the society of other priests and the stability of membership in a religious order would be a safeguard of his own soul.

The years which he spent as a religious qualify Neumann as the patron of priests who wear out suit cases and moving vans. During his first year in novitiate, he was called upon to change residence eight times and to travel 3,000 miles on horseback, by bumpy stage and in canal boats.

As a Redemptorist

As a Redemptorist Neumann prepared well for his years at Philadelphia. He traveled much, and though held in esteem by most of his confreres, he was not above criticism, especially during his term as vicegerent of all the Redemptorists in the United States. Both as a religious superior and later as Bishop of Philadelphia, Neumann valued the counsel of St. Vincent de Paul: "The superior ought to be meek, bearing with the weakness of his subject . . ." but continued St. Vincent, "nothing is more injurious to a community than to be governed by superiors who are too weak, and are anxious to please others and make themselves beloved."

Neumann's competence as a religious superior and spiritual director were not lost on the Most Reverend Francis Patrick Kenrick, who had come to Baltimore in October of 1851 after twenty years in Philadelphia. The new Archbishop of Baltimore began to walk the short distance from his cathedral rectory to the Redemptorist house on Saratoga Street to go to confession to Neumann.

When the three names of candidates for the bishopric of Philadelphia were submitted to Rome, Neumann's name was second on the list, but first in the heart of Kenrick. The good Archbishop let it be known in Rome that the second name was his choice for the See of Philadelphia. Towards the end of 1851 the Archbishop began to hint that Neumann had better find himself a mitre.

Consecrated Bishop, Advocated Catholic Schools

Passion Sunday, March 28, 1852, bishop-elect John Neumann was consecrated at St. Alphonsus Church in Baltimore. Two days later he arrived in Philadelphia.

The Bishop lost no time making it clear that he advocated not only Catholic schools, but also schools which would compare favorably with the public schools being built on all sides. He recommended separate school buildings and approved of those in rectory basements only as a temporary measure.

From his early days in the villages near Buffalo, Neumann had always found time to visit the school children in their classes. Though he quizzed them in catechism they had no fear of him and enjoyed his visits.

Neumann's concern for the souls of his spiritual children was to bring upon him the criticism of many who did not appreciate the need for building schools.

Shortly after Bishop Neumann's coming to Philadelphia the Christian Brothers arrived to take charge

of the new school of St. Peter's. With the passing of months, schools began opening their doors in many Philadelphia parishes—the Assumption, St. Philip's, St. Francis Xavier, St. Michael's.

Approved Building of Thirty Schools

Neumann's zeal for Catholic education can be seen in his attitude towards the completion of the cathedral at Logan Square. While the work on the cathedral went along slowly, the Bishop approved the building of thirty schools in the diocese.

The "Little Bishop's" determined backing of Catholic school education as an effective means of providing the knowledge and training needed to safeguard the faith can be seen in his letter to a certain priest of the diocese. In this note he supplied the faculties to absolve a couple excommunicated as a result of marrying outside the Church. Neumann wrote: "I have become aware, more and more each day, and for many years, that all efforts will avail little unless the parents are constantly instructed in season and out of season that they may pay more attention to the Christian education of their children."

The grade school student council holds a discussion at Saints Peter and Paul School, Mankato, Minnesota. Moderator of the group is Sister Mary Clement, S.S.N.D.



Bishop Neumann did not always manage to convince those under his jurisdiction that the sacrifices needed to build and maintain Catholic schools were worthily and wisely made. In one parish the Bishop was compelled to delegate a priest other than the pastor to arrange for the building of a school.

Neumann's motivation in the matter of providing Catholic school training at such burdensome expense undoubtedly arose from his deep concern for preserving the faith of his youthful subjects.

When we read of his traveling from Bellefonte, Pennsylvania, to Snow Shoe, a day's journey over rugged mountain roads, to confirm one child, we see what a precious legacy of priestly zeal for souls Bishop Neumann left to the clergy of America.

Another Look at Retardation

IF ONE DEFINES RETARDATION as incomplete realization of human potential, one will immediately realize that probably each man who ever lived has been, at least in some ways, retarded. The present writer believes that such a recognition is an important one for educators, and in the discussion which follows will describe some of the causes for human waste, proposing at the same time certain possibilities of releasing more of man's intellectual power at the three stages of life: youth, maturity, last years.

There can be no doubt that many men in all ages have died without ever having called to life more than about one-half of their potential energies; however, in this article, attention will be limited to the problem of unused mental power at the present time. In our day a great deal has already been thought and written concerning the special cases of those persons in society who appear to achieve *less than most members in their groups*, particularly in respect to intellectual achievement, e.g., feeble-minded, non-readers, etc.¹ Consequently, it might be fruitful here to view the matter in a different light.* Rather than focusing on a few types of retardation, the writer will look at unused human talent *in toto* with the intention that what can be said of the whole of modern society may apply to the particular segments and that what may elevate the whole may be expected to leaven the smaller units. It might be suggested that if mankind as a whole could move on to a higher psychological plane, men in all social and intellectual strata would find themselves subconsciously uplifted. More of that later; however, it seems to this writer to be much more important today for the leaders in teacher education to address themselves to questions of this scope instead of spending time and money protecting a vested interest in outmoded methods of professional preparation. Rather let teachers welcome television and teaching machines; let them compress but present efficiently and vividly a realistic methodology of teaching; let them increase, broaden, and deepen the liberal

content of the courses for preparing teachers. Finally, let them recognize that in view of the great shortage of teachers, the utilization of all modern teaching aids will not lessen the demand for good teachers but will instead (as always happens with improved skill) increase the requests for expert, supple people who can bend to the curves of our time but who remain unbroken by social pressure. Let these newly prepared teachers, relieved by electricity and automation of the slavish tasks in pedagogy, look deeply into the currents of society as a whole and find there the causes which prevent each person—child, man, or senior citizen—from attuning his psychic force to a social dynamism which would lead to a fuller use of his powers. Only in this way can the teacher of men decrease human retardation. .

Three Main Causes of Retardation

Apart from physical handicap, there appear to be in modern times three main causes of retardation: the outward complexity of our society, the necessary limitations of man's life-span, and man's inward disturbance resulting from lack of security. Recently Cardinal Tardini, speaking in behalf of Pope John XXIII,² analyzed the danger of bureaucracy by pointing out that social organization is good when serving man's social nature but a danger when it hinders the highest individual needs of man. The necessity for balancing the claims of bureaucracy with the rights of the individual is more apparent now than ever before in history because the human population is larger than at any previous time and modern communication and transportation have drawn men closer together than was possible in the past. Naturally this fusion of all human beings as well as the bulging of the total group has increased psychological tensions and has limited the freedom of some to develop certain phases of their being; generally, too, those less endowed (who are always less adaptable) are more restricted. Today in America certain bureaucratic patterns in business, industry, and labor have a malevolent effect upon our people, and any effort to prevent retardation must cope with these inhuman pressures.

Never Exhaust Horizontal Powers

The one cause of retardation which is inevitable is

* It is the aim in this paper not to ignore human weaknesses, handicaps, and evil but rather to transcend these negatives by viewing life with unlimited confidence in God who as Alpha and Omega has given man's life a purpose which he can achieve. Hence the optimistic tone of this essay.



Sister Rosemarie Julie is associate professor at the College of Notre Dame, Belmont, Calif., where she is also director of teacher education. Her teaching experience has been at all levels, including one year in elementary school, nine and a half years in high school, and seven in college. Sister graduated from the University of California and received her M.A. from Catholic University of America, and her Ph.D. from Stanford University. She has contributed to several Catholic and professional periodicals.

the fact that man's life must be lived in time and space. Every time man decides to develop one skill, he cuts himself off from learning many others at that period; consequently, the necessary effect of free choice is, in this respect, conducive to retardation. However, all things natural carry a natural compensation. Consequently, though the man who decides to become a lawyer may have to sacrifice his potential to become a skilled musician, still he should realize that he can never exhaust his horizontal powers along the lines of his own aptitude and development. Similarly, the boy who realizes that his abstract ability is limited may feel frustrated, but he should become aware of the often unrealized fact that were he to live 1,000 years, he could not exhaust his potential on the horizontal level and that whether the planes of action be abstract or concrete, they are each inexhaustible. Such realization is conducive to flexible creativity and is a primary concept to fix firmly in the minds of persons particularly identified either to themselves or by others as being retarded.

Problems Stemming from Insecurity

When the social and temporal features of man's life summarizes above convergence within his own psyche, then the aforementioned possibilities of imbalance are likely to cause psychological problems stemming largely from insecurity. In youth, these arise because youngsters cannot trust society to protect them wisely through their years of dependence; in maturity insecurity plagues many men who cannot succeed in producing for or contributing to society; in the last years, man is insecure because he is often unwanted by society. Today the problems of gerontology become acute when we number more Americans over the age of 65 than below the age of 16. Addressing a group at Stanford University on July 12, 1960, Margaret Mead attempted to set up new chronological divisions for education, and in so doing, she described infants and the aged as a single group which must learn to be human.³ Though Dr. Mead's plea for study of the problems of the aged was made sincerely, this writer resented her classification of adults with infants and her contention that they must relearn to be human. It would appear instead that the current scientific and medical effort to increase the human life span should be accompanied by a parallel crusade to increase the mental life line to the end that man will rightly look to his old age as the golden years of intellectual achievement and not as a precarious period of hanging on! How can this be done and how can the psychological crises of the earlier stages of life be resolved?

Strike a New Note

Though some of the following proposals for lessening retardation will repeat the familiar cry of psychologists, they should strike a new note here when placed in the context of the other suggestions. The

first mandate is as old as the Greek philosopher who said that the greatest knowledge was self-knowledge, i.e., an ability to be at home with oneself and with reality. Reverend Trafford P. Maher characterizes the mentally healthy Catholic as one who can say, "With the help of God's grace, I am equal to the demands that reality puts upon me, and where I want to improve I can succeed," or "Before God, I accept my assets without smugness and my liabilities without apology."⁴ No child or man can hope to develop himself unless he bases his efforts upon an attitude of objectivity. Parents and teachers should constantly guide students toward a realistic view of themselves and others.

Upon this foundation of truth, people must build up confidence in themselves. Lately the Reverend Charles F. Donovan, S.J., reminded us of Cardinal Newman's statement in which he warned that Protestant education may surpass the Catholic system because the former have greater self-reliance:

Protestants, depending on human means mainly, are led to make the most of them: their sole resource is to use what they have . . . they are the anxious cultivators of a rugged soil. It is otherwise with us . . . we have a goodly inheritance. This is likely to cause us (I do not rely too much on prayer and the Divine Blessing, for that is impossible; but) sometimes to forget that we shall please Him best, when according to the Fable we put our shoulder to the wheel, when we use what we have by nature to the utmost, at the same time that we look out for what is beyond nature in the confidence of faith and hope.⁵

Lack of Self-Confidence Cause of Failure

This writer has found lack of self-confidence to be one of the principal causes of failure with high school and college youth. Both parents and teachers should spend more time building up the expectancies of young people in their own powers than in pointing out weakness and then demanding success from a deflated ego. Progress must build on hope; it cannot generate in despair. Naturally of course, the student has to be met where he is and helped to move forward, but this aid must be given positively and in an atmosphere where success is possible. In this respect, Catholic educators should also remember that Catholic education in general is aimed at developing the whole man, not merely his intellect. Thus, on the administrative level, schools should be planned to care for all types of Catholic students. Programs, like that in the Chicago Archdiocese which provides remedial reading schools for the educable mentally retarded, and divisions for the physically handicapped, should be the aim of all large Catholic school systems.⁶

Justification for Optimism

One justification for optimism in regard to the possibility of human development was shown this year by the experiment of Dr. Albert Upton at Whittier.

College with 280 freshman in a special course for analyzing the relationship of words with things. Basically, Dr. Upton used the device of showing pupils how to move from things they know to new ideas by noting similarities and relationships between the known and the unknown. As a group, these students gained 10.5 points in IQ scores with individual gains ranging to 32 points.⁷ This seems to be a dramatic example of the possibility of awakening and mobilizing dormant analytical powers.

A third way to avoid the rut of retardation is to find one's unique role in life. Obviously those who adhere to a teleological philosophy must admit that each has a role to play in his life; however, it is safe to assume that many people get themselves wrongly situated. Frequently these faulty starts are the result of the cultural prestige attached to specific kinds of work over other types of endeavor. Today when 85 per cent of the work of the world is done by automation, it is time to increase the number of human occupations which may be called "respectable" and thereby encourage young people of certain kinds of talents to pursue them. Furthermore, educators must recognize that though some people will never be able to master some elementary concepts, they may comprehend other notions of a different order. When as happened in Los Angeles last year, 300 high school juniors were found to be unable to read a clock, one should not hastily conclude either that the educational system or the individual has failed. Studies of retardation show that a small percentage of people are incapable of such a task. The important point is to find the role they *can* play. Instead of trying to bend these people to fit our modern social mold, psychiatrists and other scientists should try to preserve individuality by finding out what these people can do! On the other hand, no one can minimize the patience that is needed to cope with delinquent youth whose potential have already been crushed either by themselves or by others. One can only encourage therapeutic efforts like that reported by Vard Kazanjian who describes his final success in winning the confidence of a tough crowd.⁸ Again one hopes the gradual leaving of society will tend to elevate this group.

Work a Creative Act of Dignity

Once in the right vocation or career, it is imperative that man work with energy if his labor is to be ennobling. The Catholic concept of work as a creative act of dignity and intrinsic worth can spur man on to develop his abilities and to perform his tasks as perfectly as possible because it is a good thing to do. Teachers must demonstrate and convince youth of this concept in order to stir them to realize their potential. Such an outlook of course opposes the materialistic, aggressive spirit of competition which too often makes only to sell and to sell often with little care for the perfection of what is made. Indeed some industry stoops to producing inferior products in order

to insure their short durability and thus force frequent purchases upon the consumer. Men who scheme in this way are often responsible for mountains of human retardation and failure.

Respond to Extremely Demanding Teacher

In order to offset these practices so unworthy of human dignity, educators should be very demanding of students. In an age of physical softness, we easily become intellectually slothful. The famous Russian teacher, Makarenko, claimed that the teacher who knew his subject could be extremely demanding of pupils and they would respond to his challenge.⁹ Furthermore, in order to achieve the fullness of wisdom in old age, men must be encouraged to continue intellectual pursuits throughout life. In this respect, the adult education programs so rapidly developing across the country are heartening, and this writer urges that here, too, rigorous standards be maintained.

Having found himself and his role in life, man must learn to look out to the rest of mankind and see that suddenly (so quickly that he seems not to move at all) man is moving on to a new plane and into a new world. Perhaps nowhere has the vision of this new era been so sharply delineated as in the *Phenomenon of man* (Harper, 1959) by Père Pierre Teilhard de Chardin. In the introduction to this important work, Julian Huxley says of Père Teilhard that he perceived that the banal fact of the earth's roundness—the sphericity of man's environment—was bound to cause an intensification of psychosocial activity. In an unlimited environment man's thoughts and ideas would simply continue to extend over greater area but would remain thinly spread. However, contended Père Teilhard, when human activity is confined to diffusing itself over the surface of a sphere, idea meets idea until gradually a psychic web of thought has laced itself over our globe forming, by constantly folding back upon itself, a psychic layer of high tension. Into this layer he sees how Christ, Principle of universal vital-

Kindergarteners are doing the "Sawing Wood" exercise to music, using a record of the National Council on Physical Education. Scene is in Marycrest School, Harrisburg, Pa.



ity, has put Himself in the central position to subdue under Himself, to purify, to direct, and superanimate the general ascent of consciousness into which He inserted Himself by becoming man. It will be remembered that St. Paul sensed this kind of movement when he wrote to the Romans that

If creation is full of expectancy, that is because it is waiting for the sons of God to be made known. Created nature has been condemned to frustration; not for some deliberate fault of its own, but for the sake of him who so condemned it, with a hope to look forward to; namely, that nature in its turn will be set free from the tyranny of corruption, to share in the glorious freedom of God's sons. The whole of nature, as we know, groans in a common travail all the while. And not only do we see that but we ourselves do the same; we ourselves, although we have already begun to reap our spiritual harvest, groan in our hearts, waiting for that adoption which is the ransoming of our bodies from their slavery, in Christ Jesus our Lord.¹⁰

Unique in Having No Ceiling

In specific reference to retardation, Père Teilhard holds that human consciousness is unique among all the energies of the universe in having no ceiling. Hence one senses the danger of assuming too easily that an IQ score of 80 is the final word on the mental power of an individual! He further holds that the development of universal Christian love in the formation of international community will unleash new psychic energy that will sharpen the vision of both young and old to see farther and to move closer to the Omega which is God. Finally de Chardin regards man as the most mobile stuff in all of biological evolution and asserts that the prehuman body of man was capable of being transformed into a human being precisely because of his qualities of flexibility. How significant for those concerned with retardation to teach children to develop habits of looking for alternatives before making a choice in order to retain and develop this power of flexibility in thought and act.

A final mandate for lessening retardation is to learn to live with speed. The amazing rate of transportation and communication makes of each moment a veritable eternity, so decisive is it now. Lest he be lulled by velocity so rapid that it seems static, man must enlarge his soul, quicken his spirit, hold a clearly defined hierarchy of values, and "take risks at every (new) stage or degree of human existence and human culture."¹¹

¹ Attention is called to the interesting article of Reverend Wm. E. Jenks, "Mentally Retarded in High School," *Catholic School Journal*, LX (January 1960), 17-20.

² "Risk in Socialization Analyzed by Holy See," *The Tidings*, July 15, 1960, p. 1.

³ Margaret Mead lecturing on "The High School and the American Public: A Search for Quality," at Stanford University, July 12, 1960.

⁴ "Communication Skills and Mental Health," *Guild of Catholic Psychiatrists Bulletin*, VII (April 1960), 112.

⁵ "Christian Humanism and Catholic Guidance," *The Catholic Counselor*, IV (Spring 1960), 88.

⁶ Byron E. Rouse, Jr., "No Small Dreams for Chicago," *Catholic School Journal*, IX (March 1960), 24-25.

⁷ "A Chance to Boost Your IQ," *San Francisco Chronicle* (June 27, 1960), p. 17.

⁸ "Mandatory Psychotherapy in a School Setting," *California Journal of Secondary Education*, 35 (March 1960), 184-189.

⁹ Robert S. Cohen, "On the Marxist Philosophy of Education," *National Society for the Study of Education Yearbook*, LIV, Part I, 1955, p. 209.

¹⁰ *Romans*, 8: 19-23.

¹¹ Jacques Maritain as quoted by Reverend Charles F. Donovan, S.J., *op. cit.*, p. 95.

Students Rate Teachers? Yes

(Continued from page 672)

the three choices given for each question. To insure perfect anonymity, the student would not be asked to sign or write anything else that might identify him.

I want to emphasize that the above questionnaire has never been given or tested. Deans of experimental temper may find it useful. If it proves only a start or a germ or a suggestion for a more effective testing idea, this effort will have been repaid. It seems to me that it should help break down that "in-between" group of instructors into something more stratified and refined. I believe that it is in this area of instructors, also, that we must look for improvement to fortify our colleges against the demands of the hordes of students at our doors. We must get rid of our poorest, improve our in-betweens and increase our best.

The questionnaire has evolved solely from my own experience in teaching high school, college, and graduate students, and adults in an Adult Education Institute, and in serving as head of two departments in the College of Arts and Sciences at Duquesne University. I know of no other way that the information accumulating from the questionnaire can be gathered. At worst, it can fill in the profile that deans already possess of their instructors; at best, it may even supersede the file on given instructors.

It has been said that certain executives are angels at the office and devils at home, and vice versa. Certain instructors may present one image to the dean and another of their students. It is important for the dean to have both portraits.

Coming in May CE

In the verbal battle over the value of Catholic higher education, Father Charles W. Paris finds a pertinent question which has not been considered: "Are College Graduates Lost to the Parish?" He makes it the title of an article discussing it.

COLLEGE OF THE HOLY NAMES

Oakland, California

The College of the Holy Names is one of five Catholic colleges for women conducted in the United States and Canada under the auspices of the Sisters of the Holy Names of Jesus and Mary. This community of women, founded in Canada in 1843 by Eulalie Durocher, devotes itself exclusively to the work of Christian education, for which it is widely known in both the United States and Canada. The first California foundation was made in 1888 on the shores of Lake Merritt, Oakland, the original site of the College. Although a charter authorizing the granting of degrees was obtained from the State of California as early as 1880, secular students were first admitted to college classes in 1916. Holy Names Junior College was accredited in 1920, and in 1927 the College was recognized as a four-year degree-granting institution.

LOCATION

The College is centrally located in metropolitan Oakland. Situated conveniently for transportation, it is within thirty minutes of San Francisco and is close to direct bus lines. The College occupies a 40-acre site in the East Oakland Hills on which an Administration building, library, classroom buildings, gymnasium, swimming pool, residence hall, faculty residence, Commons and chapel have been erected in the past three years. The most recent addition to the campus is the Ellen K. Raskob Institute for Special Education, made possible through a grant from the Raskob Foundation Incorporated. The Los Gatos campus, at which location the Sister-students receive their Novitiate training, also is an easily accessible part of the College.

ACCREDITATION AND AFFILIATION

The College is affiliated with the Catholic University of America, listed by the University of California, empowered by the California State Department of Education to recommend candidates for State teaching credentials, accredited by the Western College Association, and it holds membership in the following: American Association of University Women, American Council on Education, Association of American Colleges, National Association of Schools of Music, National Catholic Educational Association, National Commission on Accrediting and National Education Association.

OBJECTIVES

The faculty of the College, in accordance with Catholic principles of education and the comprehensive aim of the liberal arts, seeks an integrated development of the spiritual, religious, intellectual, social, and physical being of each individual student. It fosters the growth of a mature Christian woman, possessed of moral principles, an understanding of herself, a sense of responsibility, the capacity for independent thought and action, and a knowledge and appreciation of her cultural heritage—a woman ready to serve God and society in family or professional life. This aim is achieved through the instructional program and co-curricular activities. The curriculum is designed to acquaint the student with the basic and general areas of learning through the disciplines of the liberal arts subjects, and to permit her to channel her interests into a field of special study in accord with her abilities and circumstances. The study of religion and philosophy informs and directs the whole instructional program.

FACULTY

The College faculty is composed of priests, Sisters of the Holy Names, laymen and laywomen.



LIBRARY

The Paul J. Cushing Library has a book and bound periodical collection of 57,245 and current magazines numbering 316. The library has a microfilm reader with microfilms.

CURRICULUM

The College confers the degrees of Bachelor of Arts, Bachelor of Music, and Bachelor of Science in nursing education. The Master of Arts is conferred in English, music education, and social sciences. The Master of Music may be earned in music education, or in voice or instrument. The degree of Bachelor of Arts is offered in the following fields: art, biology, biological sciences, economics-sociology, education, English, French, German, Greek, History, Italian, Latin, mathematics, music, music education, nursing education, philosophy, physical education, physical sciences, political science, psychology, social studies, social work, Spanish, speech correction, speech and drama.

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

The Associated Students organization is affiliated with the National Federation of Catholic College Students. Religious organizations include the Sodality of Our Lady, Legion of Mary, Confraternity of Christian Doctrine and Young Christian Students. Honor Societies are: Tau Delta Gamma, Alpha Theta Epsilon, Alpha Phi Alpha, Pi Gamma Mu, Mu Phi Epsilon, Xi Eta Zeta, and Pi Delta Phi. Department Clubs include: International Relations Club, Masquers, Mendelians, Orchestra, California Student Teachers' Association, CHN Poetry Reading Group, Language Clubs, Caritas, Recreation and Music Educators' National Conference. Students Publications are *Reflections*, literary magazine; *CHN Mirror*, campus newspaper; *Excalibur*, College Annual.

ADMISSION REQUIREMENTS

The College welcomes applications from secondary school students whose program has prepared them for college. Requirements are: 15 units in academic subjects; of the 15 entrance units, at least 8, taken in the last three years, must be of recommended (B) grade or higher; recommendation from the principal; submitting of scores from the College Entrance Examination Board aptitude test.

EXPENSES

Tuition (per year).....	\$ 450
Board and Room (double room).....	1,000
Residence Hall Fee (Laundry, telephone, social)	28

SCHOLARSHIPS AND STUDENT AID

The College assists qualified students by awards of scholarships, part-time employment, on or off campus, through the Placement Service and Student Loans.

ILLUSTRATIONS

Opposite page, from top: Annual May Procession; living room of Durocher residence hall; academic procession following Mass of the Holy Ghost at opening of semester; student returns on her wedding day to place her bridal bouquet at our Lady's statue in college chapel; Alumnae Memorial swimming pool—olympic-size, outdoor, heated; social calendar includes formal dances held in well-known San Francisco hotels.

This page, from top: Friday evening in game room of Durocher Hall, with young men from neighboring colleges invited for informal evening; class in sketching observes instructor and model; foreign student receives last minute instructions for her concert from orchestra director; annual mother-daughter tea held in the Spring semester; typical double room in Durocher residence hall; drama production in Studio 100.



Reading Improves the Man

POOR READING HABITS are a major problem in education today. Yet teaching alone cannot be entirely blamed for this fault. Perhaps our compulsory education laws and liberal promotional policies in passing inept students are a contributing factor. This policy is also prevalent in our higher educational institutions; for it is evident that many poor students and non-readers are graduating from our secondary and collegiate institutions yearly. Years ago if a student did not make the grade, he was flunked and went to work in an occupation suited to his talents; today we pass these people through the schools to fulfill the requirements of compulsory education and are less attentive to the student who is anxious to learn.

Another factor contributing to reading difficulties is the lack of interest by the family in reading. Surely it is a sad commentary on American literacy that fewer than twenty-five per cent of our population read more than one book a year. This in spite of the trends in compulsory education which requires many more years of schooling than were available to the average youth less than 75 years ago.

There is an inherent danger in the present-day indifference to serious reading and discussion, for these signs of literacy are the instruments of social, political, and scientific supremacy and are basic to continuing knowledge.

Community Recognition Needed

There is a need to acquire a new respect for learning and intellectual prowess, for they are vital to the encouragement of intellectual activity and creative ability in our society. More community recognition should be given to academic achievements. The athlete is not the only one who should get a letter; the student with the highest scholastic average should be physically rewarded.

The world is entering a new phase of development—the space age. Man is a reflection of his own energies;

and although he is reluctant to make a change, it is imperative to the new era that he become reconditioned to face an unknown universe in which there are no limitations for exploration.

America is one of the youngest nations in the world and has pioneered in many events; but without intellectual exploration what progress will America make in the future world? The webs of confusion that enshroud us should be loosened.

The Library Serves

The library as an institution for the dissemination of knowledge can be of help. The books in the library should offer a new, vitalized core of community education. Fear of the unknown, lack of understanding of truth and propaganda is a menace to man; fear of man himself and his dreams is folly.

Advances can and will be made; but it will mean sacrifice on the part of the people. Some of one's leisure time will have to be disciplined in educational pursuits; and the parent will have to give example to his child. How can reading and studying be considered important by children when most parents read little except the newspaper and unimportant magazines? A person is entitled to some recreation; but must all his time be devoted to play? Is not excessive play dangerous; and is it any wonder that serious reading and discussion is being discredited in our society when play seems to be the all-encompassing factor? Surely with almost a fourth of a nation in the classroom from kindergarten to college there should be inherent in our civilization a better respect and yearning for serious reading and discussion of the problems that beset us in our social, physical, and political contacts.

On Whom Does Blame Fall?

The question is often asked "On whom does the blame fall for the dislike of reading in our social structure?" Educational leaders? Parents? Publishers? Writers? Publishers and writers blame the public for the literary trash on the market today; for they claim that it is what the public wants—sensationalism! Can this be true? Study the problem for yourselves: check the magazines, the movies, television programs. Is there a lack in our social structure which has caused a decline in good reading; or is the individual responsible?

Is there a continued rise in conformism which causes us to accept the stereotypes of news reporting, radio, television, and the digests. Is the lack of recognition of intellectual pursuits a healthy thing that should be



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accepted without protest? You are the judge, the jury, the accused.

Too Busy to Read

The American public claims that it is too busy to read; yet it can find time for pleasurable pursuits. It points with pride to the modern structures of school, college, and library; but never enter therein. We boast of freedom; yet what is being done to preserve this freedom?

There is a danger in our complacency, for with the growth of automation in our living there is a need—more than ever before—for a united educational and cultural background which can overcome the robot-like thinking to which we are subjected daily and stimulate our public to new heights of achievement.

There is a need for a new awareness in our community leaders today; and perhaps a foresightedness is evidenced in recent "Lights on for Education" programs which seem to be sweeping some communities. Even more action is needed to combine cultural, social, and scientific knowledge to overcome the dangers of public inertia and mass propaganda.

A New Awakening

A trend in industrial enterprises in sending some of their executives back to the college and university campuses for special studies may show a new awakening of educational needs. For executives today—be they scientists, researchers, or industrialists—are not confined to managerial activities; they must understand the social, economic, political, and philosophical backgrounds of many men and nations so that these ingredients can be stirred together to make a workable and homogeneous society. Reading and discussion are inherent requirements for work of this scope.

Again it must be emphasized that education does not end with the receipt of a diploma from a high school or college. Education at this point is just beginning. Education continues in the pursuit of knowledge by reading and discussion to put into effect what has been learned, and continues to aid man in the solution of the problems of everyday living in a complex society. And to that end, we should all prepare ourselves daily.

Reading materials are obtainable in libraries today without excessive cost to the taxpayer. For those who wish to purchase materials there are magazines of excellent reading content, paper-backs of high grade, and pamphlets that can be picked up for pennies. However, a library is the easiest place in most communities to obtain access to materials of a highly diversified content.

What Library Offers

And libraries are among the few places where an adult can turn for educational stimulation when he

ends his formal school training. For in a library the many different types of books available can keep one mentally alert and stimulated. Among these books, magazines, and related materials can be found new trends and skills which help to develop an intellectual stimulus that never allows one's reflective thinking to get out of harmony with a rapidly expanding environment.

It is a commercial asset to a town to have a good functioning library. The library provides for all—good health literature for the hygienist, aids to student and teacher for supplemental reading, vocation self-helps for persons interested in welding, carpentry, sewing, cooking and an endless number of interests. It produces materials for social, political, and civic organizations and books of theology for church workers.

The library does provide also books on recreation and wholesome amusement, and develops a democratic community spirit by providing services for young and old. It is the center or the core of the community.

Fifteen Minutes a Day

Yes, you say, this is all true! But with our many responsibilities we do not have the leisure time needed for reading. How many precious moments a day does the average person waste that might be filled by reading a chapter from a good book, pamphlet, or worthwhile magazine? Fifteen minutes a day of one's all important time is all that is required to form good reading habits. If a person would do this every day while waiting for a medical appointment, or while riding a bus, train, or automobile, it would soon be evident that over a million words or the equivalent of 20 good-sized books could be read in a year on a diversified group of subjects.

Yes, any article perused in a *National Geographic*, *Science* magazine, or similar publication will tell you much about our interesting, complex world and its new discoveries. These fifteen minutes are more instructive or full of pleasure than a poor television program or a dull bridge party.

Reading is really a golden key to learning and to pleasure, as well as an economical way to stimulate the intellect. The place of reading in our society should not be underestimated; nor should libraries be considered a luxury, for the role of the book is imperative in our cultural and intellectual structure and vital to the scientific advances of our demanding, complex, and technological space age.

Education is the responsibility of all. It is concerned with the growth of the child, advancement of youth, and the leadership of our nation and the world. This growth must be stimulated in home and school with the libraries of the nation as the supplements of the textbook.

Chalk, Blackboard, and Guidance

TODAY AS NEVER BEFORE in the history of the United States has there been a topic more written about, more discussed and more "kicked around" than education. Newspapers, magazines, and books are dropping off the presses like over-ripe apples heralding the very obvious fact that the Russians are way out in front in nuclear physics and if we don't do something about our educational system communism will take over the free world. To many this means there will be no more TV, no more new cars, automatic dishwashers or electric can-openers. They seem to forget that Russian communism wasn't born last year or even ten years ago. Its birthday goes back to 1917 about the time the leading educationalists in the United States were dipping their toes in "the stream of life" and writing new lyrics for the old melody of naturalism and calling it progressive education. "We never interfere with the natural urges and impulses of the child in any way, because you never can tell where the child will lead you."¹

It finally took a rocket to the moon to convince some that we have been led up a blind alley of intellectual deficiency. Even non-educators realized that the pragmatic-experimentalistic philosophy has succeeded in building on its foundation of sand a structure which has toppled over into a sea of chaotic intellectuality. By now everyone concerned with the welfare of education in the United States is familiar with the speech of Vice Admiral Hyman G. Rickover. He presented a case against the "softness" in American education. He feels there is need for a change in our educational system in order to give the best possible education to every child—slow, average and talented. "We must return to the traditional system where the diploma represented actual work done, not just sitting in a classroom. We must build up careful study programs for different types of intellectual abilities."²

As teachers we would be most wrong indeed if we delude ourselves into thinking that all this has nothing to do with us and our classroom situation. If a teacher

believes that there is no relation between the current philosophy of the age and his teaching, then it would be better for him to get a job digging ditches where he will be a greater value to the common good. He cannot simplify his position by the three old rules of the strict schoolmaster: "Make 'em study, make 'em recite, draw your pay."

Guide, Direct, Mold

The teacher will necessarily be a great influence in the training of his students both intellectually and spiritually. So Pope Pius XII has told us: "Good teachers, finally, are careful to educate rather than merely to instruct; capable above all, of forming and molding souls chiefly through contact with their own."³ Therefore it is of the utmost importance that a teacher be steeped in Christian tradition and philosophy if he is to guide, direct, and mold young minds. For here is a philosophy that does not change with the verbal wind of an inflated ego every other century or so. Again it is Pius XII who speaks: "True schoolmasters must be complete persons and integral Christians. That is, they must be imitators of the only Divine Master, Jesus Christ."⁴

Besides the actual instruction of students, the teacher is called upon many times to perform certain other tasks which bring with them many new and diverse responsibilities. He may have to be moderator for a certain club; act as athletic director; perhaps coach less dangerous sports such as golf, bowling, archery, polo, or Chinese checkers. In addition, very few teachers can avoid finding themselves in the position of counselor to the students they teach. It is in this area in particular that the philosophy of the teacher will come to the fore and his attitude toward life will be manifested, consciously or unconsciously. Whether or not he is a help or hindrance to the student will depend on many factors but the philosophy of the teacher will definitely play a major role. It is not our purpose here to discuss the various educational philosophies and their effect upon the guidance of the teacher in counseling his students. We merely wish to emphasize that the philosophy of the teacher is the golden string or ragged cord on which all his other qualities hang. It is these more human and more personal attributes of the teacher as guidance counselor that we wish to examine.

In discussing the teacher as a counselor it may be well to be aware of what one guidance director has to say about the subject: "The frequent breakdown of home ties and the complexity of everyday existence



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intensifies the need for teacher counselors and for the use of various over-all techniques as a means of far-flung and efficient help to both the normal and especially to the maladjusted pupil."⁶

Teacher More Than Instructor

We can readily see, therefore, that in these days of family disunification the teacher must be more than an instructor. In the teacher-pupil relationship he may be asked to play a series of roles: mother, father, counselor, a good listener, and sometimes a spiritual director. He is guardian, not only of the student's intellect, but more often than not he finds himself the protector of his eternal salvation and the director of his social activities.

To give a complete and comprehensive picture of the teacher and guidance, we shall consider three general headings: (1) Teacher guiding, (2) Student to be guided, (3) Guidance to be given. This last division we shall discuss in a very general way, since it depends upon a multiplicity of factors.

Teacher as Guide

Teacher Guiding. In order for the teacher to win the confidence of his students and therefore be an effective counselor, he must possess certain characteristics. It is, of course, impossible to list them with the completeness and exactness they deserve, but let us look at a few.

1. *Being Friendly.* The teacher must like people and have a desire to help others. There is no place in the classroom for the sour-puss and stern face of Ichabod Crane brandishing a hickory stick in one hand and screaming at the top of his voice, "Spare the rod and spoil the child." Today a teacher of this caliber would likely be carted off as quickly as possible to the nearest psychiatrist. This does not mean there is no control over the classroom situation. A good teacher always has his iron fist in a velvet glove, thus commanding the respect and admiration of his students. Young people can be made to realize the necessity of order and discipline in a class and this realization has often brought students and teacher closer together.

Students want to know and want to like and even love their teachers, but they are very hesitant when the teacher doesn't respond to a greeting in the corridor or the teacher doesn't even know the names of his students. Let the student know you want to help him by your actions toward him rather than by a pretty little speech at the beginning of each semester.

Of course, the teacher's greatest asset in achieving this rapport with his students is his self-knowledge of his own failings. One who is attempting to advance in the spiritual life sets aside a part of each day to examine himself in regard to his particular faults. This may not be of little value to a teacher who is striving to do the best possible job. It may be advisable, at the end of each year, to ask the students to write down, with a guarantee of secrecy, what they thought were

the weak points of the teaching and the teacher during the past year. This method has helped many teachers to really look at themselves through the eyes of their youngest critics.

2. *Know the Students.* It is not enough for the teacher, if he is to be also a counselor, to merely possess a classroom manner that defies criticism by Dale Carnegie. He must give the student an opportunity to talk about himself. It is important that the teacher be familiar with the student's environment during the times when school is closed. Even a visit to the student's home may be called for if the school does not have an "open house" for parents or a P.T.A. organization. In this way the teacher is led to a knowledge of the student's abilities; his likes and dislikes; his social adjustments; his relationship with his family.

School activities such as athletic events, dances, school plays or shows, assemblies, field trips, afford excellent opportunities to know students under many varied conditions. The value of this kind of knowledge cannot even be estimated when the teacher is called upon to act as guidance counselor for a particular student. Upon it lies the degree of success or failure of the whole counseling session.

Fairness

3. *Be Fair.* Here is the quality that can properly be called the teacher's greatest virtue. Patience and charity play their roles to a large extent but if there is a place in heaven for teachers it may well be that the virtue of justice is their ticket to get in. All students, the very good, the very bad, and the very average, will accept the human failures of their teachers. They may be as dull as last year's razor blade or as changeable as the weather. This can be forgiven because it is a defect of personality and there may be even recognition of attempts to overcome these faults. But if a teacher is ever labeled by his students as one who "ain't fair" then he has built the thickest wall between them that probably never will be scaled by a student who has a serious problem but isn't "one of his boys." If the charge be true or apparent then the teacher can never hope to be a guidance counselor to his students. This is the most obnoxious trait for them. It is most important that the teacher be aware of any apparent attitude of injustice he may unconsciously be creating. Even this has been known to cause a teacher to lose his effectiveness as a counselor. A dedicated teacher will always keep the virtue of justice in mind without, however, losing sight of the fourth quality we are now going to examine.

Sympathetic Attitude

4. *Sympathetic Attitude.* Sometimes we teachers seem to forget that we were once students. More than likely, if we look back on our own student days we may discover, if we are honest with ourselves, that the things we complained about in *our teachers* are probably the topics of conversation by *our students*.

Perhaps some day after the class has been dismissed it might be a good idea to sit there a short time and let the desks talk back to us. This may be another means of self-evaluation. It may bring us to a full realization that all our students cannot do their best because it is impossible to find optimum conditions anywhere in their lives. We may recall days when *teachers* and not students got on our nerves. A sudden flare of temper should not always be met with an essay on "Self Control" or a trip to the principal's office for insubordination. It may well be that the student needs disciplining, but unreasonable punishment is far from solving the problem even though it gives one the momentary feeling of self-satisfaction as if we were smothering the flames of a Latin-American revolt.

An understanding and sympathetic attitude, if found lacking in a teacher, makes him an incomplete man for his job. He is an artist without a brush; a doctor without medicine; an architect without a blueprint. "He will never understand if I tell him," will become the slogan for the teacher who thinks for himself and about himself without too much regard for the feelings of others. Rules are made for the order and well being of the entire school. Their violation does not usually lead to chaos, otherwise most schools would be forced to close their doors about the end of September. It is not always the violation that is a matter of life or death as much as the reason behind the violation. It would be the wise and prudent teacher who would take this into consideration. Always know the reasons for a student's actions and no one will ever be able to accuse the teacher of acting unreasonably.

The Student to Be Guided

Student to be Guided. For purposes of individual discussion we shall divide this category into three general divisions which we believe most teachers will hold to be true while keeping in mind that such theoretical generalizations are always subject to restriction in individual cases.

1. *The Exceptional Student.* In every school we find students who seem to be singularly blessed by God. They are born leaders who stand out above their classmates without being offensive or snobbish because of their outstanding qualities. On the contrary, they have the admiration and respect of their fellows. Here we are not speaking of those who have only a high scholastic standing, but those who in addition have developed their whole person, intellectually, physically, spiritually, socially. Then have a winning personality with a high sense of responsibility to the gifts bestowed upon them by God. There are such persons. True, they are all too few and represent a very small minority.

2. *The Average Student.* This category constitutes the majority of students to be found in schools. It is also the most difficult to define accurately. He is

neither exceptionally brilliant, but through hard work he may make the high honor roll. He may participate in athletics, but he will never be offered a scholarship for his ability. This student can be classified as "one of the gang" since there is nothing about him that makes him stand out from the group. As a matter of fact, he would shun anything that would tend to differentiate him from his fellows. During the whole of his life it is most likely that he will never be the cause of much trouble, nor on the other hand will he set the world on fire with dynamic contributions to the fields of economics, labor, politics, religion, education, or sociology. He will be one of the many that are led but not one of the leaders. But he will live the good life and in the Providence of God be rewarded for a job well done.

3. *The Problem Student.* This category is not meant to imply that the other two classifications do not have their problems. But this is the student with problems that are most serious here and now. He may be actually or potentially a danger to himself, to others, and to society in general. He is not necessarily a juvenile delinquent. He may be a youngster who is considered very good by his friends and teachers. He might very well be classified as exceptional or average, but he has a problem in his home environment which is starting to show its effects on him. Another boy may be from a very good home but he seems to rebel against all authority. He may lie constantly and be in trouble both in school and out of school. A third type of problem student may be a combination of the first two in the sense that his home environment is very poor and most of his young life he has been in and out of trouble which has soured him on life and he is tagged by most adults as a "bad apple."

Guidance by the Classroom Teacher

The Guidance to Be Given. We now come to the most difficult part of this treatment on guidance and

Two juniors are seen experimenting in the chemistry laboratory at Ursuline Academy, Paola, Kansas



the classroom teacher. It is easy to know when one has caught a cold but it is not so easy to prescribe the most effective remedy. So it is not very difficult for a teacher to categorize and classify his students into three very broad and very vague generalizations. We do not treat categories or generalizations, just as a doctor does not treat all his patients with the same ailments in the same way since there may be various other factors that come into play. Therefore we shall attempt to make some very broad suggestions on the basis of the division made of the student to be guided.

1. *The Exceptional Student.* At first glance one is probably tempted to say that the picture of the exceptional student given above seems to leave him without any problems. Of course, this is a fallacy of which teachers are sometimes guilty. Indeed if a student were able to pass through adolescence and truthfully say that he never needed direction, for he had no problems with which to cope, he would be a wonder to behold. The very nature of the transition from childhood to adulthood brings with it its own peculiar problems. It is conceivable that a young boy or girl could pass through these important years without ever being guided or directed. This was doubtless done at the expense of much anxiety and emotional strain. Perhaps, in some cases parents play a role in the counseling of their children. Though they never had a formal course in the technique of counseling many mothers and fathers have done a very good job in guiding the young adolescent through this period of transition.

One of the mortal sins in counseling the exceptional student that many teachers commit is spoiling him. Certainly, there is no teacher worthy of the name that would consciously set out to do his best student an injustice. But there have been cases in which a youngster's ego is inflated by an over-zealous teacher to the point where he feels that his God-given gifts are due to him by some right. A point in fact is the teacher who would be very friendly on a personal basis with such students to the detriment of the rest of the class. Another case would be the imprudent priest-teacher who tries to drive a young man, with all these outstanding qualities, into the seminary even though the student has no desire whatever to be a priest, which is the first and most important requisite for such a vocation. The exceptional student is one of whom many say "can write his own ticket" to almost any profession or career in life. But he will be most happy in the work that he chooses rather than in something that is chosen for him by an over-ambitious adult who may have been frustrated in some endeavor in his own youth.

Advise, not Dictate

Therefore it would seem that the teacher must make the superior student realize that he has certain qualities which are talents only loaned to him in this life and for which he must give an accounting in the

next life. Advise but do not dictate. Have him make the final decision without any coercion or prejudice from outside himself. A student should never have to say, "If I don't do this, you won't get mad?" The counselor's feelings should not even enter into the decision of someone else's life work. It is the happiness of this youth that is involved here and not that of the counselor.

2. *The Average Student.* Once again we are in a very broad and general area when we begin to speak about providing guidance and direction for the average student. It is most difficult because we are dealing with the major part of any student body, but a part that defies accurate definition. They are so different in some aspects and yet they are so much alike in other ways. The classroom situation should provide the teacher with an excellent opportunity for group work.

In discussing group work we must make a distinction between *group guidance* and *group therapy*. In group guidance the group has some common purpose; the discussion is usually intellectual in nature; stress is on the content; the group itself is important; sessions may tend to be more formal being dominated by a group leader; it may be quite a large group. On the other hand, in group therapy the goals of the individual members are important; the discussion is more emotional in nature; the stress is on process; the group itself is more a tool than an end; attitudes are the chief concern; the sessions are more informal and the group is usually quite small.

Ideally speaking, the classroom group should function in such a way that it could always be called a group guidance class. Many of the characteristics of a group therapy session could at times be incorporated in the classroom situation. Both are concerned with the learning process. Though the learning that occurs in a group therapy session is of a more personal nature, we must keep in mind that all learning has the element of the personal in it.

In working with groups, the teacher will be able to notice how each student can work in a group. Certain traits will be revealed in a working group situation which ordinarily would remain dormant. The relation between each one in the group is enhanced and the spirit of the teacher's interest in each student may be more readily recognized. The rapport between teacher and student may very well be attained through group work. This will be most important if the opportunity for a private interview presents itself.

The Problem Student

3. *The Problem Student.* In dealing with the problem student it will be necessary to locate the cause of the behavior of this particular adolescent. Sometimes this may be beyond the scope of the classroom teacher. It may be through confidence in his teacher that this type student will accept the help of a more

(Continued on page 734)

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Teacher to Teacher

...in Brief

COURTESY CRUSADE

By Sister Francis Regis, S.S.J.

REASONS WERE ADVANCED in the September issue for undertaking a Courtesy Crusade. Suggested mottoes, models, and practices were presented for use in the first three months of the school year. Below, the plan is suggested for the next two months.

April, First Period

MOTTO: "Courteous children anticipate the needs of others."

MODEL: St. Peter Claver. This saint was so kind to his neighbor that he offered himself as a galley slave in the place of some poor, sick, or unfortunate creature.

PRACTICE: Try to anticipate another's need at least once a day. At home, tidy up your room, set the table, empty the waste baskets; at school, water the plants, dust the window sills, erase the board without being told, as the teacher finishes using it during a lesson presentation.

April, Second Period

MOTTO: "Our bodies are sacred temples in which the Blessed Trinity dwells."

MODEL: St. Tarcisus. The companions of St. Tarcisus did not respect his body or the Body of Christ which he bore. He was cruelly beaten and died without complaint.

PRACTICE: Never slap, push, trip, or harm the person of another in any way. These actions may look harmless enough but they have often been the causes of serious

accidents. "Hands Off," is a "MUST" for a courteous child.

May, First Period

MOTTO: "Cleanliness is next to Godliness."

MODEL: St. Francis of Assisi. St. Francis joyfully gave up his rich clothing in exchange for a coarse, brown habit. He teaches us that even the poorest person can be clean and neat. Children owe the teacher and the other members of the class the courtesy of coming to school, clean, combed, and neatly dressed, every day.

PRACTICE: It is well to remember that posture either adds or detracts from personal appearance. Try to sit erectly, walk properly, avoid slouching and leaning on the desk while reciting. When it is necessary to yawn, cough, or sneeze, use a clean handkerchief or Kleenex. Blow the nose softly and remember to pardon yourself after these acts. Chewing gum in public places is very impolite.

May, Second Period

MOTTO: "The success of any assembly depends upon the audience as well as those who perform."

MODEL: Saint Anthony. For many years St. Anthony was a silent spectator; just a part of the audience; but when the time to speak came, he was ready.

PRACTICE: A courteous audience is patient, attentive, and respectful. Whistling, booing, and stamping of feet are always out of place. Thoughtful children avoid eating candy, rattling papers, and banging chairs because this annoys the speaker as well as those who are trying to listen. We should applaud the speaker in a moderate way.

There is much that might be added to the above outline, but small beginnings grow.

A well-mannered child is re-

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Sister Francis Regis teaches grade six in St. Titus School, Aliquippa, Pa. She has been teaching in elementary school for twenty-three years. A graduate of Mt. Mercy College, Pittsburgh, Pa., she is pursuing graduate studies in theology in summer school at Providence College. Sister has written community vocation booklets.

Teacher to Teacher—In Brief

(Continued from preceding page)

spected by his companions and admired by all and this makes for happiness and security. The ill-mannered child, on the contrary, is unhappy and insecure because he is socially unacceptable. The reason for non-acceptance may be either inculpable ignorance or the desire for attention, which he knows will be forthcoming if he persists in his annoying behavior. The desire for approval and love of competition

will be great incentives for this latter group in the Courtesy Crusade. Patience and prayer on the part of the teacher are indispensable ingredients.

THE GOOD IS OFT INTERRED

By Sister M. Eustasia, C.S.J., M.A.

SPEECHMAKERS, be you teachers or preachers, if you don't believe that you must accept an audience, whether a class or congregation,

where you find it, look at what happens to three speechmakers in Shakespeare's *Julius Caesar*. Each of the three presents his views concerning Caesar to a Roman audience. Only one is highly successful; one is a failure, the other is mediocre in his accomplishment. What makes the difference?

Much of it lies in "audience appeal" if the highly honored Shakespeare is correct; and if highly paid modern advertisers are correct, human psychology remains the same whether the year is 19 B. C. or 1961 A.D.

Take the Fruit

I propose in this article a study of these three speechmakers as a help to ourselves—if we make speeches (and who doesn't?), and to our speech imitators, if we have any (and who doesn't?). I am not advocating the moral faults of any of Shakespeare's characters or of modern advertising; but, as Chaucer's priest advised: let us "Taketh the fruyt and lat the chere be stille."

The three speechmakers are Marullus, the tribune, in the opening scene of the play; and in Act III, Brutus and Antony.

Instead of examining the speeches in the chronological order of the play, let us, rather, study the least successful one first so that standing upon his errors we may mount to the more strategic methods of the less noble character.

Why is Brutus, "the noblest Roman of them all," a miserable failure at his speechmaking? He points out to the people that Caesar would have meant tyranny to them, that he had loved Caesar, that he has killed Caesar only for Rome. He tells them simply, but clearly, why he has done the deed which is to none more hideous than to himself. He tells them of his readiness



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Sister Eustasia was a teacher for six years at the St. Paul Public High School, District 103, St. Paul, Kansas, having prior to that been a teacher at St. Mary's High, Wichita, and grade school teacher and principal in parochial schools of Kansas. Her present position is Mistress of pre-postulant at St. Mary's High School, Wichita, Kansas, teaching also English, speech, and choir. Sister graduated from Friends University, Wichita, and she earned her M.A. in English at the University of Notre Dame.



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Teacher to Teacher—In Brief

(Continued from preceding page)

to die for the same cause. He is straightforward, sincere. He speaks to them as friends. And that is where his trouble lies. *They Aren't!* He had failed to reckon with the status quo of his audience. Their acceptance, measured by the master dramatist, is about three short seconds.

Next in order of success is Marullus, one of the tribunes. He is not a psychologist, any more than

Brutus was, but he wields his "billy club" well. However, it remains a "billy club." He begins by plaguing his audience, disagreeing with them upon their choice of Caesar as man of the hour. From there he proceeds to harangue, asking, "What's he done?" This question, not followed through by the speaker, consequently evokes more drive for praise of Caesar, and the mob shouts louder. He meets this with insults, "You blocks, you stones, etc." Finally, he succeeds in cowing the mob by retracing their pleasur-

able participation in the colorful events of Pompey's return. But he must have thundered this at them, if the figure of the trembling Tiber has any meaning. Following up this "thunder," he puts into them the fear of the gods, and they all leave the place. He procured action. The tribunes' goals were not high. They sought merely to pluck the "growing feathers" from "Caesar's wing." They had a few.

The Master Craftsman

Now for the master craftsman. To show exactly how Antony won the mob by his speech, one must needs be another Shakespeare. Let us be content to note Antony's recognition of the attitudes and wants of his audience. An audience, as Antony and you and I know will be (1) in agreement with you; (2) doubtful of your ideas; (3) in disagreement with you.

As Antony takes his place in the pulpit he is aware that the audience has been stirred—only he and Shakespeare knew how short the stir—by Brutus. The mob is not ready to listen to a denunciation of that "honorable man." Antony begins with "Friends, Romans, countrymen," each of these names they loved to hear. In this invocation he recognizes their potentialities rather than any present actual bond of close union between himself and them. That he chose not to develop that particular potential beyond Act III was again knowledge only for himself and Shakespeare. He accepts their thinking, in a measure, by quoting a common saying about the evil that men do, and adds "so let it be with Caesar." Further, in this first audience set, Antony reviews the situation: his relationship to Caesar; Caesar's relationship to citizens and his rejection of the crown; Brutus' statement concerning Caesar's ambition. As a finishing swirl, after asking why they who formerly loved now loved no longer, we hear

O judgment! Thou art fled to
brutish beasts,
And men have lost their reason.
Bear with me;
My heart is in the coffin there with
Caesar,
And I must pause till it come back
to me.

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This gives him time to judge the reaction of his audience while they *think* they are judging the reasoning which he has not actually proposed.

Recognized Audience

During this cleverly arranged dramatic pause, we can come to the conclusion that when Antony recognized an audience which was opposed to him, he used facts—accepted facts, that is—facts which the *audience* accepted. He stated nothing new, purported no claims upon them.

As he listens to their interim remarks, he knows that they are ready to listen to more of what he has to say, and what is more, he finds that they have moved from the first stage—opposition—to the more desirable stage—doubt.

In the second stage of this game of influence, we find Antony sealing the bond which he had made with his audience in the beginning. There he had allied himself with them in their idea "Brutus is an honorable man." With that under his feet, he now says he would choose "to wrong the dead; to wrong myself and you," rather than wrong the honorable Brutus and Cassius. The alliance of Antony and the citizens being made so strong that they will suffer wrong together, Antony advances information for his doubtful audience. That information is, of course, Caesar's will. Here he appeals to the wants of his audience—their want of protection, of possessions, of social standing.¹ If Caesar had wept, when living, at the cry of the poor what must be in his will? What heir would not shout to hear this will? Finally, Antony appeals to their desire for sense stimuli, their desire to be up and doing, by asking their permission, their leave, to read the will, to descend to the coffin. Their shouted replies give vent to their emotions and provide food for more, at the same time that they stand as tension indicators for the strategist.

Time for Dynamic Action

Accordingly, Antony knows that now his audience is in the third and

¹ Hedde, Wilhemina, and Brigrance, Wm., list these wants of an audience in their text, *American Speech*, Lippincott, 1951.

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final stage, agreement with him. Now is the time for the vivid, the impressive, the dynamic action.

Having descended from the pulpit to the coffin for the purpose of reading the will, he sees fit to withhold that measure for awhile. The people, now in a ring around the corpse, are, instead, asked to view the many rents in Caesar's mantle and even the wounded body itself. Only after this sight, does Antony first apply the word

"traitors" to the killers of Caesar. He is sure of himself before he uses that word which establishes a turning point. The epithet is picked up by the mob, but Antony again applies the mortar lest any bricks be loose. "Stay countrymen." And they do, immediately.

During the second part of this final stage, in which Antony enjoys the friendly audience, he proposes himself to be precisely what we *actually* saw Brutus to be:

Teacher to Teacher—In Brief

(Continued from preceding page)

... a plain, blunt man,
That love my friend; that they
know full well
That gave me public leave to
speak of him;
For I have neither wit, nor
words, nor worth,
Action, nor utterance, nor the
power of speech,
To stir men's blood; I only
speak right on;
I tell you that which you
yourselves do know;

With what a difference of situation!
Antony knows he has described

Brutus, not himself. He knows that the mob belongs to him to do with as he wills; but, as evidence of his success, it is the mob which proposes the action which Antony wills. "We'll mutiny! We'll burn the house of Brutus!" This, and they have not yet heard the will! With the mob, then, at white heat, Antony recalls them to temper them still further with the reading of the document which he had first brought before them when they were in the doubtful stage.

Knows Himself Successful

This done, the mob is ready to burn not only the house of Brutus,

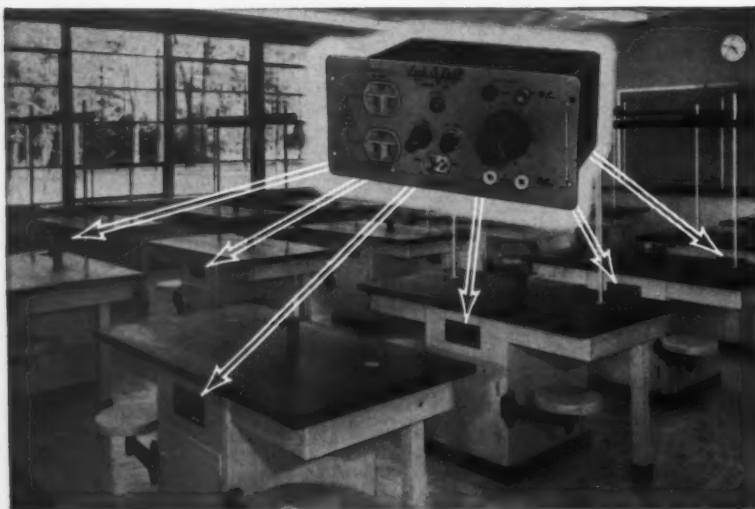
but those of all the "traitors." Antony knows he is successful; he has done his speechmaking well:

"Now let it work. Mischief, thou art afoot;

Take what course thou wilt."

He, who has guided the course so carefully up to this moment, consigns it to the mischief which he has created.

Granted that mischief is more easily set afoot than good, is it necessary that, as we see it in our world, so many of the voices of good must be like that of Brutus? Even though the voice is one of nobility, bearing only good will, the utterance will be more than futile if the attitude of the audience is not taken into account from the beginning. Good will on the part of the speaker does not insure good will and fair judgment from the hearer. Speechmaking is an art, not necessarily in the possession of those who possess goodness, and an art, certainly not lodged in "billy clubs." May those of good will be the best artists!



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By Sister M. Bernardette

AS A MEMBER SCHOOL of the National Council on Physical Education our children have benefitted tremendously from the program as prescribed by the Council. As an administrator I have learned that no school need be without a physical education program, even though it may be limited because of lack of facilities. We have found that many of our activities can be conducted out-of-doors and our church parking lot has become our gym. By marking our various play areas, we have followed the lesson plans of the Council. The interest of the students is ample proof that they will be physically active if properly motivated.

Children Choose Captains

We first thought the children would resist that formal approach of the Council but instead we found that they enjoy being organized and working under the "command-response" technique. By allowing the students to choose their own

Sister M. Bernardette is principal of St. Bernard's School, Plainfield, N. J.

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Teacher to Teacher—In Brief

(Continued from preceding page)

team captains and referee the games, a certain amount of freedom is maintained.

The idea of the lesson plan (through the mail) is good because it allows the teacher to stay ahead of the class and be prepared. This helps the boys and girls maintain interest because of the fast pace and variety of the program. All material received thus far has been written clearly and is free of the heavy

academic language that professional educators too often use. The recordings are especially enjoyed by the children and marching, a usually unpopular activity, is fun for them.

Advisory Plan Helpful

We have availed ourselves of the Council's Advisory Plan which is very helpful and have also found that the Council's program concerning uniforms is an excellent method of raising funds which actually pay for the program itself and provide

for the purchase of additional equipment.

The addition of a physical education program has raised the general standard of our school and, in the case of new students, they are always pleased to learn that it is a regularly scheduled "subject."

TEACHING CREATIVE WRITING A Practical Approach

By Sister St. John McCrystal, C.S.J.

IT IS OFTEN REMARKED that writing courses are generally a waste, that in them there seems no positive criticism of the writing, no definite technique taught, and while the students write much, they feel that they otherwise profit little. Creative Writing as a course, however, can be very practical. To be sure, students cannot be taught creativity since it is God-given, but they can practice cultivating what imagination they have and can learn definite, concrete points about writing.

A good type of writing for working on many practical points is description. Even a 150-300 word descriptive paragraph will indicate definite needs of the student. With no plot to contend with or characterization to develop, basic stylistic techniques of writing can be studied.

Teacher Can Tell the Difference

To describe, one must first look closely at an object. A teacher can tell the difference between a description written by rote, mechanically and with a minimum of thought, and one wherein the student has actually examined the object being described.

Selectivity in writing is presumed. Description should not bore. Many details are not necessary. Selected, well-worked out details will give the picture, and description is picturing.

In writing this basic form, description, if wordiness is a fault of the student, it is immediately apparent. Exercises on cutting out unnecessary words may then be taken up. Students find this fun and shortly acquire the knack of delet-



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Sister St. John is a member of the faculty of Marymount College, Salina, Kan.

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Teacher to Teacher—In Brief

(Continued from preceding page)

ing deadwood. If not, their papers thereafter may be returned to them that they might cut their own deadwood themselves, and rewrite their papers with an economy of style.

Replacing the Trite

Another immediate fault in writing detected quickly through descriptive writing is the trite or overworked expression—"bolt out of the

blue," "brown as a berry," dead as a doornail." The technique of picking up trite expressions in their own writing is quickly learned by students. Then the labor of searching for better, imaginative expression begins, and to find it isn't easy.

Descriptive writing, again, has its basis in concreteness. It deals with the tangible—that perceived through the senses—what can be seen, touched, tasted, etc. To present the concrete, to establish and illustrate the general through

the concrete is necessary for almost all good writing.

Rewriting

Exercises on rewriting descriptive paragraphs that are too general—with the substitution of attractive, specific examples—are helpful in learning the technique of the concrete. The student settling down to an hour of study is described specifically: physically, in what kind of chair, with what kind of book, with what on his mind, contending with which distractions, interrupted by—exactly what. Enthusiasm for writing follows the concrete because it readily pictures, and interest is then established, providing, of course, that the subject being described is interesting.

Character Sketch

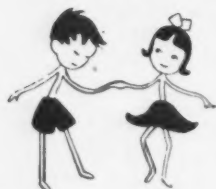
A second form of writing to teach in Creative Writing is the character sketch. This is on a little larger scale than the description. In the character sketch, the descriptive technique is applied because description of the character is necessary, but other elements too are necessary. We not only see what the person looks like, but also what some of his traits are. The sketch is developed around his dominant trait, which is brought out in more than one way—through what he says and does, through what others say about him. Writing a character sketch helps prepare the student for larger forms of writing. The short story, drama, novels, etc., will always have characters.

To write a good character sketch is a challenge to the student who wants his character to be interesting. He must find ways through his style of writing of making this character interesting not only to himself but also to others. A good character sketch requires good writing and people like reading character sketches. How popular these are in the *Reader's Digest* and the *Catholic Digest*. With this gradual approach to more complex forms of writing the student's self-confidence is not jeopardized since he is not being hurled into the complex form without preparation.

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A new book of straight talks to teenage Catholic boys in language they understand, by an author who has a way with them. By way of sampling: The section, "You and Your Problems" devotes five chapters to parents, cursing, girls, that first date, and temptation. By its nature, a book like BOYS will offer much to teachers and priests for the example of approach they themselves can take with teenage boys whom they must counsel.

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Teacher to Teacher—In Brief

(Continued from page 698)

real art, but study of the technique of the short story may extend over a period of weeks. There is the theme or moral to study (every story has at least one); the conflict; plot; characterization; viewpoint; climaxes. One point can be worked on at a time, and the teacher shouldn't expect too much of the early short stories. If a student is required to state the theme of his story and focuses his attention largely on establishing this theme, once this technique has been mastered he can move on to special work with conflict. When this is learned, crises may be studied. Respect for the technique of writing grows. Short stories can be read and analyzed gradually for all these devices and the student can write stories over a period of weeks. He can use the descriptive technique and the characterization knowledge he has already learned.

Verse-Writing

A fourth form that can be taught in Creative Writing and that indicates further the variety of writing is verse-writing. Poetry-writing cannot be taught since it involves native talent, but verse-writing can be learned by anyone. If the student is musically inclined that will naturally help with rhythm and rhyme. A real fear of verse-writing often exists, but the teacher can reduce this. Students should read verse too and learn about the elements of verse, rhyme, meter, etc., and then write verse with a definite meter and rhyme-scheme. Opportunity for originality should not be suppressed, however, and the student should be given a chance to write any kind of verse he likes—free verse included.

Not Too Much

Stress in the course should be on writing, but there should not be so much writing that the student might turn against it or grow weary of it; nor should too lengthy assignments be given because this would be conducive to careless work, or for the conscientious student, worry. Putting their best into every piece of writing is the ideal to be established. How the idea ever became

prevalent that there is not art to writing, is baffling.

Read Pupils' Work in Class

Reading and analyzing good student papers in class encourages the writer of the paper and is enjoyable to the class. The idea that students should not compare themselves to one another, since their personalities and approaches might be quite

divergent, may be brought out. Students should rather compare themselves. Improvement or lack of it can then be seen.

The Creative Writing class should be small and the teacher should have a positive approach. Any writer is sensitive about his work, and to dissect it minutely can discourage him from further effort. The teacher need not hesitate to

Speech Improvements Through Fun Situations

SUGGESTIONS
we hope prove helpful

These two types of joyous activity which help solve speech problems even before child is aware he has a problem are culled from speech teacher Roberta M. Buchanan's article in the Journal of Florida Education Association.

Games that have as primary objective the improvement of individual speech sounds also include training in coordination, relaxation, and controlled emotional release. For "10 Little Indians" game:

Class sits cross-legged in circle around chief (teacher) who leads their activity by beating her drum. (Might explain this was an early method of communication.) One beat prepares them for action. Then, as each Indian's number is called, he jumps up into position. Number can be duplicated.

Group rotates in war dance movement around chief according to tempo of drum beat, adding voice on voice till 10th Indian joins in.

This gradual increase in volume ends in war whoop. Indians rotate in war dance movement once more around chief to illustrate increase in tempo.

Starting again in unison, (10 little, 9 little, 8 little Indians etc.) each as number is called sits down in original cross-legged position and stops speaking. Chief ends game by softly beating her drum.

From first grade through high school, creative dramatics is a means of speech training. By group participation, child can forget fear and submerge self into the whole experience. And the business of play production can be creative outlet for boys who like to build, paint, experiment with lights, sound, color. And for girls to design costumes, and do make-up.



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with a big date coming up
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Teacher to Teacher—In Brief

(Continued from preceding page)

give deserved praise.

Encouragement to attempt to publish, or submission of good papers to the school paper is a stimulus to the student writer. A student with what seems little imagination can develop it further, and this can open new facets of beauty to the student.

DRAMATICS Make for Self-Expression

By Sister Mary Immaculate, O.P.

IN THIS AGE OF OUTER SPACE and interplanetary motion it seems paradoxical that we should hear so much about repressed emotions. However, in psychiatric clinics and even in educational climes we often have our attention drawn to the need of individuals to express themselves.

As educators we have the means within our power to provide the so-called "outlet" for suppressed desires. We must not look askance at the stage as a legitimate medium for self-expression. Why wait until the need for psycho-drama arises?

On our way to attend a local childrens' theatre production, I had the opportunity to ask the mother of two of the youngest participants just what she thought was the value of such activity for her boys. In just so many words she replied: "The theatre provides a reasonable valve for showing anger, joy, sorrow, etc., with the control of direction in speech and drama."

OCTOBER 27, 1960

REPORT OF:

THE STANDING COMMITTEE ON MORAL PROBLEMS IN CATHOLIC SECONDARY SCHOOLS N.C.E.A.

"2. At the request of the National Office, the Committee has renewed the services now being offered to Catholic schools by the National Council on Physical Education, and submits the following report.

The principal purpose of the National Council is to provide expert guidance and teaching aids to Catholic elementary schools that do not have a trained physical education specialist as a staff member. The vehicle for supplying such service is "The Physical Education Specialist Thru The Mail," a twice-monthly publication of the Council that contains practical lesson guides for all elementary grades. After examining a certain number of issues...the Committee recommends that Superintendents give this publication serious consideration as a possible solution for the lack of trained personnel in elementary school physical education, health and recreation.

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A Vantage Point

Indeed, the stage and its many by-ways is an excellent vantage point from which a child may look beyond himself and his own littleness to all the eras and nations in which people sought this natural avenue for their need to create.

From the back of our auditorium the members of our dramatics club, the "Masqueraders," so often hear: "be big," in raised pitch. Having heard it so frequently, they now know that it means, be other than yourself; this is make-believe, and we want everyone to know it is. For the cast knows from its first month of stage orientation, that the audience is present to be entertained. The busy, hard working parents, seated in all probability on hard, uncushioned, collapsible chairs, do not want to see life as it is every day, or their children as they act all week long. They too wish to be lifted out of themselves for this hour of pleasure. The theatre then is similar to a two-way bulb, as the more enlightening inner recesses of licit passions emanate from the young thespians and their receptive spectators.

All this by way of saying that perhaps "be big" could serve as a slogan for all whose duty it is to save youth from today's advocate

Sister Mary Immaculate teaches English and American literature at Academia San Jose, Villa Camparra, Puerto Rico. She is also moderator of dramatics and the Forensic League at this high school which is conducted in English on a stateside system. Sister has taught in elementary and secondary schools. A graduate of Villanova University, she is on an assistantship at Villanova for an M.A. in theatre art.

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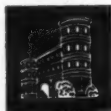
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Teacher to Teacher—In Brief

(Continued from preceding page)

of tranquilizers. The stage has all the potentials of a stimulant as well as that of a tranquilizer. For where can we find a more disciplined individual than a young actor under the guiding hand of an understanding director? Or where can we find more of a motivation or stimulus for self-expression than under the tutelage of one whose entire career deals in personalities and their development?

Club Drew Thirty Members

For a concrete example of such an attempt I would like to offer this plan which has weathered a season of experimentation. Determined to provide the opportunities for the outlets mentioned above, and further, to give constructive training in speech and drama to those interested junior high school students (the most self-conscious age, therefore the most worthy of our attention), we announced the formation of an after-school dramatics

club. Having informed the possible candidates that this project would involve work as well as play, we anticipated about a dozen faithful followers. To date we have thirty members in our non-profit, no-dues, "sheer plod makes plough-down scillion shine" organization.

Pantomimes First

After a brief, informal history of the theatre we aimed at the most inhibited area of teenagers when they find themselves in the lime-light; namely, attaching physical motion to their spoken lines. Hence we had a series of pantomimes in which each member participated. A teacher benefits highly from such an activity despite the drain on her all too precious time. For she becomes aware of the originality dormant in some of her more reticent students. At another session we tape-recorded each member's voice, giving them the startling chance to hear themselves as others hear them!

With everyone at least superficially aware of his or her dramatic tendencies, we launched into a project to learn basic theatre arts on a small scale on the level of puppetry. After everyone had indicated first and second choice from the following selections: acting, stage construction, set designing, costumes, make-up, lighting, we divided our nucleus of thirty into five groups of six eager troupers. From among each group a stage manager was selected. I operated in the background as director to each group.

Never Underestimate Creativity

Since we predetermined our first audience to be the grammar school division, original scripts were written by members of each group based on the often neglected stories of: Snow White, Pinocchio, Hansel and Gretel, Jack and the Beanstalk, and Alice in Wonderland. We must never underestimate the creativity of our youth. I was both amazed and delighted with the novel styles in which the excerpts were handled.

For puppets we used light bulbs, which became the victims of novice make-up artists. Costumes far out-reached my expectations. But the *pièce de résistance* was the



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Teacher to Teacher—In Brief

(Continued from preceding page)

stage. Each group had conceived of a unique method of construction. One group found a particularly effective means by using a refrigerator crate as a base. They knew the little first graders attached the proportions of life to the puppets, so they were insistent upon not being seen. About Christmas time some parents were undoubtedly missing their best string of lights, but they

did provide dramatic lighting, even if we did have to change a bulb here or there to produce the required effect. We even discovered some budding Picassos among our set designers. It is no mean feat to arrange scenery for a puppet show and still have room for clumsy hands.

Free to Interpret

Time was given to saying the lines with the greatest amount of expression. But freedom of inter-

pretation was allowed. For obviously, the purpose of this project was kaleidoscopic: to sustain the interest of everyone by providing a means of expression for our youth at a most crucial period in their life, their adolescence, when the future need for tranquilizers and stimulants can be eliminated; to place them in a cultural atmosphere where their tastes can be molded to what is best and to show them the importance of every contributing factor in theatre.

Perhaps it is making of the theatre a kind of child guidance clinic, but a delightful one, rewarding to both student and teacher.

At present we are engaged in a full-scale spring production. Because children give the best response to what is novel and challenging we are making the entire auditorium our stage. Characters appear from all manner of entrances; right out of the audience, or down the center aisle. Direction is given in voice, and the elements of oral interpretation and speech are suggested. As long as each physical action has a purpose and is motivated by some rational idea, latitude for self expression is allowed. The only requisite, "Be Big!"

Putting the Spiritual Into Class Day

By Naomi Gilpatrick, M.A.

ALTHOUGH THE GAIETY of humorous bequests may amuse for the moment the listeners of the reading of the mock Class Will, time will dissipate the memory of these. Humor has a place in Class Day, but so has the spiritual, which will be of lasting significance. To put the spirit into class spirit, I suggest that each member of the class be willed one of the gifts of the Holy Ghost

Miss Gilpatrick looks back on teaching kindergarten at St. Francis School, Haskell, N. J., for ten years. She has taught trainable children for the Haskell Board of Education. She conducts her own remedial school for children of all ages. This past fall she also taught a seminar in reading and the language arts at Seton Hall University. Author of the Avery Hopwood Prize novel, *The Broken Pitcher*, she has contributed to many publications. She is a graduate, summa cum laude, of the College of St. Elizabeth, Convent Station, N. J. She has an M.A. in English from the University of Michigan.

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Teacher to Teacher—In Brief

(Continued from preceding page)
that he may manifest in a special way through life. To express this concretely, cut out the white silhouette of a dove and paste this upon a red circle, cut from construction paper. In red ink, write upon the wing the virtue to be bequeathed (wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord.) To increase this list for variety, one could also bequeath one of the

twelve fruits of the Holy Ghost: charity, joy, peace, patience, benignity, goodness, long-suffering, mildness, faith, modesty, continency, and chastity. To this could also be added the three theological virtues of the Holy Spirit: faith, hope, and charity. Each graduate will pick his "gift" from the outstretched wings of a larger master Dove and read out to the audience what, after silent prayer, he happened to select. It could be introduced in this way:

Selecting Their "Gifts"

ANNOUNCER: The gifts you can see and touch will follow the law of nature and perish. There are other gifts that will never pass away and grow more beautiful the more that they are used. These are the gifts of the Holy Ghost. To each of our classmates, we would like to present one of these gifts for you to keep and remember always. It is to be yours not only today when you proudly announce your choice, but also all through your life it will particularly distinguish your conduct in work and play until that last day when this special virtue will merit for you a high place in Heaven. Before you reach out your hand to touch the wings of the Dove, where lie the virtues and fruits of the Holy Ghost, take a moment of silent prayer and ask for that gift, for that virtue, which God most wants you to have, and to manifest in a special way in this life for the honor and glory of God. May you always be noted for the practise of this virtue. May you win Heaven through its practise.

(One by one, each goes up and selects his "gift," announcing it to the audience.)

GRADUATE: Thank you. I have chosen fortitude. (Et cetera.)

ANNOUNCER (after they have all chosen): May God help you to manifest this special gift to the world to bring many souls to Him. May the practise of this gift be a bright stone in your crown on Judgment Day. In times of temptation, remember that your class at St. Francis School willed you this special virtue as your very own in time and for all eternity.

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CLASS PROPHET: It is the time now for the Class Prophecy; but instead of predicting who is going to be a doctor and who a lawyer, we are going to do something different this year. Since only one out of a thousand class predictions come true, we are going to prophesy instead something that has a built-in guarantee of coming true. And if it does come true for each graduate, then each graduate has a built-in guarantee from Christ of going to Heaven. I as the Class Prophet am going to prophesy who is going to put into daily practise a certain act

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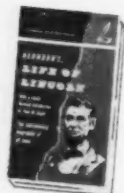
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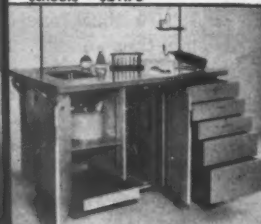
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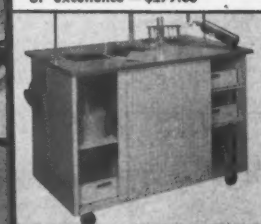
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Teacher to Teacher—In Brief

(Continued from preceding page)

of mercy. This act of mercy is written on an arrow and if you follow it, it points to Heaven. Today we sit on this stage as a class facing life. When all the arrows are gathered together, all our good deeds done, we shall meet for our reward, together once more in Heaven. We shall begin with the corporal works of mercy. I hereby

prophesy that John Joseph Doe to the best of his ability will become most noted in this world and the next for this distinguished work:

(The graduate called comes up and receives an arrow. He reads aloud what is written upon it, as does each graduate in turn.)

Feed the hungry. Give drink to the thirsty. Clothe the naked. Visit the imprisoned. Shelter the homeless. Visit the sick. Bury the dead.

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that these fellow classmates of ours will grow very famous for doing the work that is written on their arrow. Now we want to prophesy which classmates will attain great renown for the practise of one of the spiritual works of mercy. Pay close attention. (As each student takes his arrow, he reads aloud what is written upon it.)

Admonish the sinner. Instruct the ignorant. Counsel the doubtful. Comfort the sorrowful. Bear wrongs patiently. Forgive all injuries. Pray for the living and the dead.

(These may be duplicated so that there will be one for each.)

Not Luck, But Grace!

CLASS PRESIDENT: Memories are precious, but it is the future that counts. If each will practise the virtue willed him and do the act we predict he will do, this will be a better world in which to live. Let's keep the spirit in our class spirit, and we will fail no one—not our parents to whom we owe much, nor our pastor whose sacrifices at the altar made us ready for the receiving of such unearthly gifts, nor our teacher who taught us to value such things for their true worth, which is above gold and silver. Dear parents and friends, wish us now not luck, but grace!

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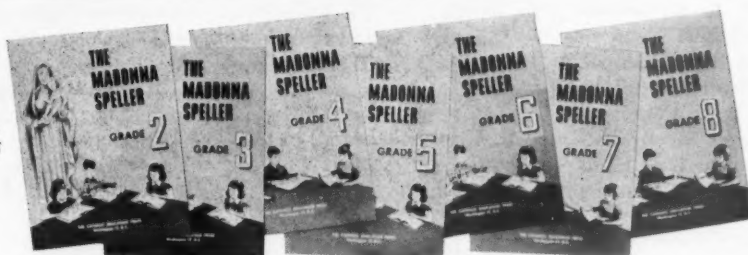
By Brother Alois, C.F.X.

RELIGION LENDS ITSELF readily to our endeavors to teach by challenge and discussion. It may be difficult to stimulate original thought in teaching other courses—a language for example—but surely the possibilities of applying principles and facts learned in the study of religion are ever varying and all high school religion teachers can, with even a little ingenuity, make

Now assigned to British East Africa, Brother Alois was teacher of religion and Spanish at Cardinal Hayes High School, Bronx, N. Y., where he had taught for seventeen years of his twenty years in the classroom. A graduate of Catholic University of America, he earned his M.A. in Spanish at Fordham University. Brother has contributed to various Catholic publications and he is author of *Frontier Priest* and *Congressman* published in 1958 by Benziger Brothers, Inc.

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Teacher to Teacher—In Brief

(Continued from preceding page)

almost every religion period an interesting and stimulating one.

The author submits the final examination he gave to his second year religion class last year at Mount St. Joseph High School, Baltimore, as an illustration of the kind of challenge that might continually be presented to our better students. Such a method might do much to develop the thinkers

which are said to be lacking among our graduates.

The particular class that took this test was unusually bright and their reaction to it and their achievement in it did much to prove its worth.

The text used was *Triumph of Faith*, Bk. 2 (Sadlier).

FINAL EXAM

1. A recent editorial in the *Catholic Review* stated: "Surely the flesh-and-blood appeal of Christ's

life, the lives of the saints, the sacred liturgy, and the whole sacramental system can potently subdue our rowdy impulses, neutralize our acid moodiness, win our hesitant hearts, and channel into creative grooves our rich, random energies."

Comment on this statement (about 100 words), applying to it what we have learned this semester about the liturgy and the sacramental system.

2. In his book *The Living Bread*, Thomas Merton speaks of sacrifice thus: "The normal psychological response to an awareness of a holy power is submission and worship. Sacrifice is the most powerful outward expression of interior worship . . . The higher and purer the religion the deeper is the meaning of the sacrificial act . . . Even interior offerings and sacrifices deemed to be expressed outwardly in a ritual action, because man, being a creature with body and soul, needs exterior rites. Besides, man is a social being and sacrifice is also a social act, a recognition on the part of society of certain spiritual values which are a necessary part of our dedication to God both as individuals and as a group."

Comment on this statement in the light of what we have studied about sacrifices among the Jews, the pagans, and Christians.

3. It has been stated (*The Holy Ghost* by E. Leen) that "the force and virtue of God's action on a thing measures the intimacy of His presence in that thing."

Explain this statement in the light of what you learned about sanctifying grace and actual grace.

4. Phillip Hughes writes of Luther's early success: "Everywhere, once Luther began to print and publish, there were to be found disciples converted by his sermons and polemical tracts. But for these individuals to combine, even if only to desert the traditional church services and provide for themselves was a highly dangerous business."

Why was this so? Why did the movement soon become so much stronger and advantageous to its propagators? Compare these beginnings of Protestantism in Germany with its counterpart in England, France, The Netherlands and Spain.

5. The introduction of Christi-

(Continued on page 742)

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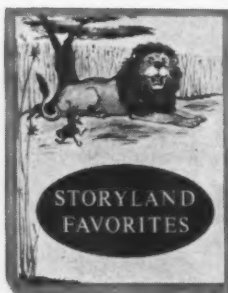
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Regions Near and Far. (Social Studies for Catholic Schools Series) Gr. 4. By Sister Mary Isabel, S.S.J., Sister M. Virginia Claire, S.N.J.M., and Sister M. Gabriel, S.S.J., (Follett Publishing Co.).

No phase of instruction is more important in our troubled world than education for Christian social living. This textbook should be a valuable tool for instilling Christian concepts of international brotherhood and interdependence. Through accounts of the experiences of children all over the world, the pupil is introduced to a geographic and social knowledge of the two hemispheres. Lessons of tolerance and understanding are taught as the pupil is introduced to people who speak, dress, earn a living, and worship God in a manner different from his own.

The text is filled with eye-catching pictures, diagrams, and up-to-date maps, many in full color, and all accompanied by lucid explanations. Study helps include an atlas, a self-pronouncing glossary, and a dictionary of geographic words. Each section is followed by a group of comprehension questions and suggested projects. In addition, there are discussion questions designed to foster desirable attitudes and ideals. Ample drill work is provided to make the pupil adapt in the use and interpretation of maps, charts, diagrams, and other reference materials necessary for further pursuit of the social studies.

Presenting a child's-eye view of regions on six continents, *Regions Near and Far* should be highly acceptable to both teachers and pupils.

SISTER M. AURILLA, S.S.J.
Principal, St. James School, 238 Hazelhurst, Ferndale 20, Mich.

The Golden Book Picture Atlas of the World. Six volumes. By Phillip Bacon. (New York: Golden Press, 1960; price \$10).

"One picture is worth a thousand words," claims an old Chinese proverb. This statement is particularly applicable to *The Golden Book Picture*

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From the viewpoint of a teacher, these are the features from which these books will draw their appeal to students: First of all the attractively-colored picture box case in which they stand will catch the eye of boys and girls when placed on the display shelf or on a browsing table in the library or the classroom. To further attract their attention, there is the bright, sturdy binding and easy-to-handle size of each volume. And once a student opens a book, his interest is sure to be arrested; resultingly, he will not want to put it down before looking at all the pictures, together with reading the short captions. The easy-to-turn pages, and not-too-small print urge a reader to a more minute perusal of the books.

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These Atlases have other noteworthy qualities. At the end of the picturization and narration about each continent there is a table of facts and figures concerning that continent. Another item which concludes each book, and one which brings it up-to-date, is a section telling of the future of that continent. For instance, in telling of the future of the polar lands the author states: "Soon nuclear reactors will be available to provide the heat and power needed in the Arctic. These nuclear reactors will help push the Arctic frontier farther northward." This forecast predicts the future of the Pacific realm: "In the future, Pacific air lanes will become even more important . . . The future seems certain to see the discovery of a greater amount and variety of minerals in the Pacific." At the end of book six there is a general and detailed index which makes information in all the volumes easy to find.

The Golden Book Picture Atlas of the World is especially suitable for intermediate, upper grades and also junior high school classrooms and libraries. However, senior high school and college students, in fact the general reading public, may view this book with interest and profit.

SISTER M. XAVIER, O.S.U.

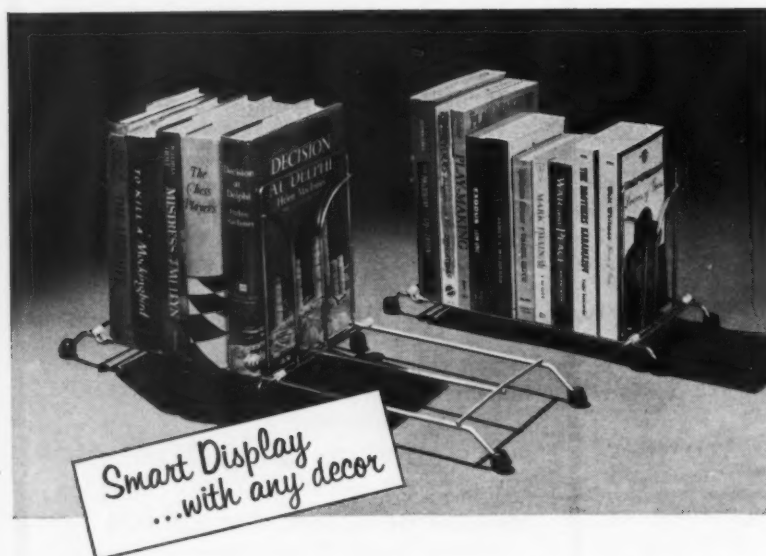
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The early social pattern was composed chiefly of immigrants who were hampered by lack of funds, language difficulties and an insufficient number of priests to cope with their problems of poverty, sickness, vice. Gradually an urban welfare Crusade helped to lighten the situation to some degree through the organization of clubs for

leisure activities in lieu of the ever present bar or poolroom. To improve the laborers' conditions, Catholics were not outside the pale of interest in promoting labor unions to combat poverty and factory hardships.

Outstanding figures who have contributed largely in attempts to reform conditions either by direct or literary influence move throughout the pages of the book. To mention only a small percentage would be tantamount to doing the impossible. But friends like Isaac Hecker and Orestes Brownson, whose social agencies formed the

groundwork for later religious orders and social reforms; James Boyle O'Reilly, in the contributions to the *Pilot*; Most Reverend George Montgomery who advocated that "the labor cause be set on a religious pedestal." The work of the St. Vincent de Paul Society and its many facets to help the homeless and hard pressed under the leadership of Bryan Mullanphy. These and many others are mentioned as contributors to early and later social reforms.

The social reconstruction after World War I was primarily directed by the hierarchy. The Bishops' Labor Program (1919) made every effort to improve the laborers' struggle for better wages, shorter hours and self-mastery, "for man who is physically brutalized by long hours of toil and a scanty leisure spent amid squalid surroundings—the best his wages can afford—is in no condition to respond to the spiritual appeals to which every healthy and normal man responds." This Program becomes more familiar to us under the name of the *National Catholic Welfare Conference*.

During the period of the depression, Catholic social leaders did not have to devise new plans but only broaden the existing ones. "It seemed the remedy lay in human beings 'practicing self-restraint and doing to others as they would be done by.'" "The duty of Catholic laymen, leaders of finance and industry, is to use their brains and resources to curb avarice and 'to establish Christian principles in the conduct of the world's business.'"

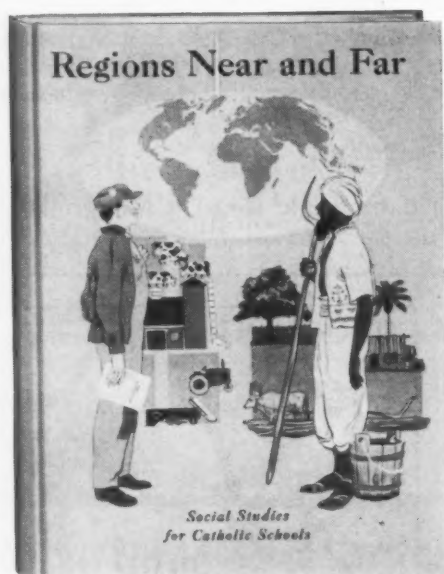
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SISTER HORTENSE, O.S.F. M.Ed.
Marian College, Indianapolis, Indiana

Erasmus and His Times. By Louis Bouyer, *Cong. Orat.*, translated by Francis X. Murphy, C.Ss.R. (The Newman Press, 1960; pages 220; price \$3.75).

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cal, responses in a serious reader. It is a good book written out of an astonishing fund of knowledge, and it rewards close, thoughtful study.

The book is disturbing because it attempts to cover so much material in its 220 pages that one cannot but acknowledge a lack of control by the author, a curious absence of the tight discipline of subject matter that can ordinarily be expected from a learned mind. The title suggests the enormous complexity of the subject of the book. Short chapters brush the personality, works, and historical significance of men like Balthasar Castiglione, Nicholas of Cusa and Pico Della Mirandola; in addition, the book attempts a kind of quick survey of the Renaissance, an oblique commentary on aspects of the Reformation, and a defense of Erasmus against charges of "modernism" made by the French historian Augustin Renaudet. Obviously, all of these things cannot be discussed thoroughly in one small volume; the book is disturbing because it touches too many things lightly and treats nothing—not even Erasmus—with any thoroughness.

Throughout the book, Father Bouyer, in one sentence or paragraph, picks up an excitingly provocative idea and then, too quickly, puts the idea down to move on to something new. It is a practice exceedingly frustrating to the reader who would prefer to have such interesting observations explored leisurely and in detail. But the scope of the book is too great to allow for any such intellectual luxury. Father Bouyer's summary of the content of Lorenzo Valla's *De Voluptate*, a work published in 1431 and critical to the development of the Renaissance, is an example.

In substance it can be summed up as follows. Pagan antiquity was considered as having achieved goodness and equilibrium by the frank satisfaction of all natural desires which were recognised as basically good, particularly when they were sensual desires. Christianity on the other hand had intervened as a troublesome factor. It had introduced an incurable sadness, pretending to be able to refashion human nature with its asceticism. To such a concept a man like Taine seems to have fully subscribed. But today there is certainly no historian who would accept this without a smile. . . .

The introduction of Taine and the modern historian in this description is a most interesting perception of relationships; there are many men about

in the world today who think of Christianity in much the same way as did Valla, and Father Bouyer is apparently aware of this fact. But though his observations on this modern idea that is really six-hundred years old would almost certainly make intensely interesting reading, he leaves the idea dangling and moves on to Petrarch and Eugene IV. From the reader's point of view, this is a most frustrating practice.

Nevertheless, *Erasmus and His Times* is both pleasant and rewarding reading. The book would amply justify its reading merely by the way in which it reflects the trenchant personality of its author; Father Bouyer's personality emerges through page after page as a wise and thoughtful consciousness. It is not only through his observations on Renaissance men that this appealing personality comes through to the reader, but also in his wry, sometimes clever illustrative stories that we get a glimpse of the complex and sensitive man talking to us. Thus, he recounts the story of Pope Adrian IV coming to Rome in 1522:

No sooner was he elected than the Italian cardinals quickly repented

they had even thought of the studious Dutchman. But it was too late. Hardly had he arrived in Rome, than he commenced by refusing to grant any preferment, banished all prostitutes from the city, and ordered the priests to shave off their beards. Coming into the Sistine Chapel, he gave one look at the ceiling painted by Michelangelo and asked simply if it was the bathroom. . . .

The book is also both pleasant and rewarding because of its gentle, sympathetic defense of the lovable Erasmus. Father Bouyer defends that Christian gentleman with skill against the harsh criticisms sometimes directed at him by stern Christian historians. The quotations from Erasmus included in this book are sufficient to provoke the reader to re-open the *Colloquies* or the *Ratio verae theologiae*, and this fact alone is reason enough to praise the book.

The ambitious scope of *Erasmus and His Times* makes any thorough comment on it impossible in a short review. But, though it attempts too much, the book is distinctly superior to most of the things that pass for scholarship these days. Probably Erasmus would have found it delightful.

LEO J. HERTZEL

Dad and His Teenagers. By Dr. John J. Skala (St. Paul Editions, Daughters of St. Paul, Jamaica Plain, Boston 30, Mass.; 92 pages).

This delightful little volume presents in a very readable, attractive style the problems that plague parents of teenagers. The author, Dr. John J. Skala, father of seven sons and four daughters, discusses in a genial way questions that have confronted him in his experience both as a father and as a teacher. He states clearly and forcibly the stand he has taken with adolescents on matters where correct principles are involved. He believes that the father should maintain his position as head of the house, that he should give good example to his children, that he should train them to take responsibility and to understand the necessity and importance of work.

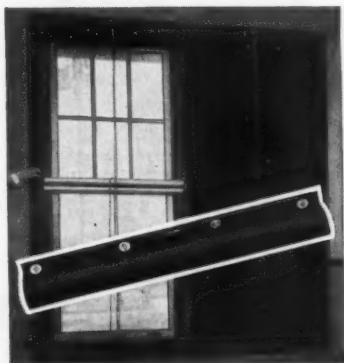
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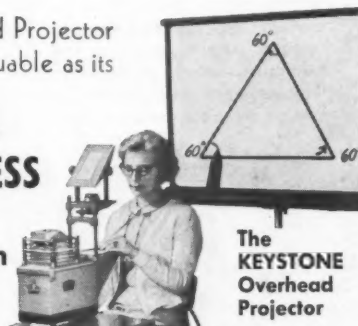
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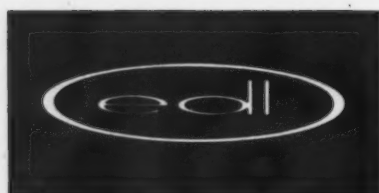


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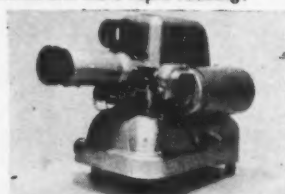
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What Catholic Girls Should Know About Marriage. By Francis X. Dietz (Notre Dame: Fides, 1960; pages 128; price 95¢).

This inexpensive, paper-bound book is offered as a marriage course for high school girls. It is sound and, except in two minor instances, balanced. Such a series of discussions can certainly help the terminal high school student.

If the book is to be given to the girl herself, she will find these chapters most valuable: the third, "The Man That I Marry," and the thirteenth, "Training for the Job." Outstanding individual sections are "Marry in Haste" (p. 27), and "How do they get that way?" (pp. 84-5) an explanation of the attitude of a non-Catholic boy who dates a Catholic girl.

If this is to be a guide for the instructor of the course, however, rather than a text, the entire book offers excellent material, especially the statistics, such as those on the small percentages of Protestant spouses who embrace the Catholic faith after marrying a Catholic.

This uncertainty of objective is a definite weakness. If this book is for the instructor, then why are some chapters aimed directly at the girl? If it is for the girl, then why does the author plunge so deeply into the middle of things in the opening chap-

ters, employ so many technical terms, especially in chapters four, five and six, and present several other topics with little regard for the average Catholic young lady's outlook?

In short, is this book an expansion of the teacher's outline for the course? Or is it the message he wanted the girl to get? Had a clear-cut point of view been established, this fine little book would have been even more valuable.

REV. WILLIAM B. FAHERTY, S.J.

A Teacher Speaks. By Philip Marson (David McKay Company, Inc., New York, 1960; pages 230; price \$3.95).

In this interesting account of forty years of teaching English in American high schools, the author gives a satisfying glimpse of the life of a dedicated and competent teacher, and reveals a broad knowledge of pedagogical developments in American secondary education in the past fifty years.

Well-prepared academically for a teaching career and with ten years experience in four private schools, Mr. Marson, in 1926, became a classroom teacher in the famous Boston Latin School. This public school, one of the oldest and most respected in America, enjoyed an enviable reputation for its well-established classical tradition and its maintenance of high standards of

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Modern educators who deplore the failure of American schools to train high school students to develop their full potential of scholastic ability will approve of an educational system which produced such worthwhile results. Boston Latin School specialized in preparing its boys to meet the exacting demands of the examinations set by the College Entrance Board. The author attributes much of the success of the school to these examinations. He relates in significant detail the rigid pattern of the curriculum of the school, its disciplinary measures, the inexorable routine of recitations, tests, and reports that enabled the boys to achieve high scholastic records, thus attesting to the efficiency of the system. But he also chronicles with regret the deterioration in both the quality and quantity of the work required of the students that characterized the period after World War II. This situation caused a definite lowering of standards.

Many factors contributed to this unfortunate development. Chief among these were the poor preparation of students by the elementary schools, the abandonment of responsibility for secondary education by the colleges, and the failure of the College Entrance Board to maintain the high level of academic excellence in its examinations for which they had been so long and so justly esteemed.



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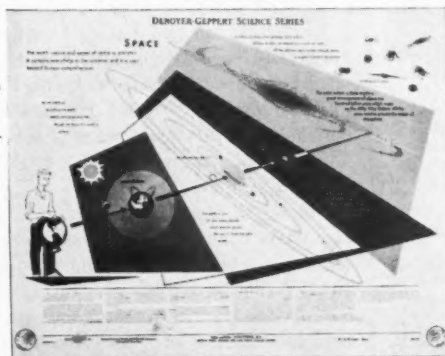
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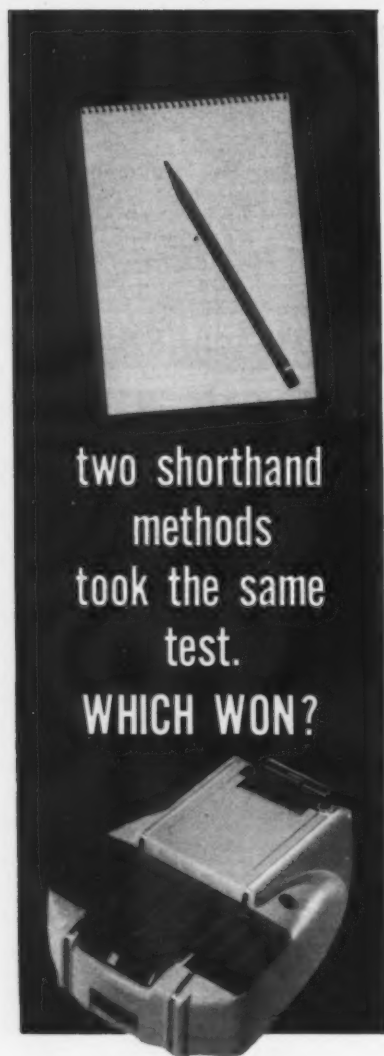
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SISTER BENITA DALEY, C.S.J., Ph.D.
Director of the Graduate Division, The College of Saint Rose, Albany, New York

The Man Who Captivated New York.
By Rosalie Lieberman (Doubleday and Company, Inc. New York, N. Y.; pages 190).

If one is looking for a down to earth, twentieth century depiction of a lay brother's adventures it will not be found in the experiences of Brother Angelo. The swiftly moving style with its brisk, action laden dialogue is quite apropos to the narrative especially in this space-age, astronautical era. The setting, too, New York, fits into the groove since "everything did happen" where "anything can happen."

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Father Martin and Father Dominic are typical Superiors, mundane, matter of fact, necessarily concerned with the financial problems of the parish and community. Thus their love of God did not reach that intimacy which invests life with its full reality.

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SISTER HORTENSE, O.S.F., M.Ed.
Marian College, Indianapolis, Indiana

The Goals of Education. By Frederick Mayer (Public Affairs Press, Washington; pages 98; price \$3.25).

In this survey of the aims of modern education, the author develops his central theme—the importance of seeking definite goals in education—from the standpoint of the influence of many noteworthy men down through the centuries: philosophers, religious leaders, historians, novelists, educators. Their impact on the civilization of their times, the philosophy which guided them, the principles they inculcated, all this historical evidence of educational theory, objectives, and

achievements, Dr. Mayer enumerates in order to stimulate the thinking of present-day educators.

The multiplicity of educational aims that characterizes modern education has produced much pessimistic criticism and many controversies. Dr. Mayer emphasizes in this study the need to re-evaluate the total educative process so that it may prepare members of society who can think for themselves, individuals who have developed their full potential of talents and abilities.

SISTER BENITA DALEY, C.S.J., Ph.D.
Director of the Graduate Division, The College of Saint Rose, Albany, New York

Guidance and Counseling for Catholic Schools. By Lawrence J. Saalfeld (Loyola University Press; pages 264; price \$4.50).

Catholic educators who have been in the educational field for a considerable length of time and by virtue of that privilege look upon themselves as somewhat of authorities may be inclined to gaze back upon those early days with nostalgia when rapport between themselves and students was a happy experience and guidance a part of the very atmosphere of the school.

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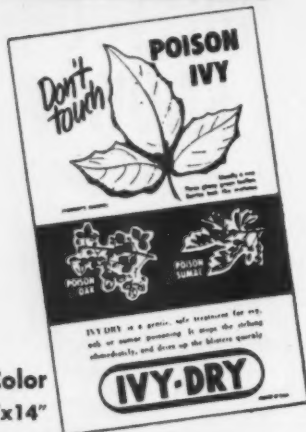
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Saalfeld proceeds logically from point to point. For instance, why should there be a guidance program, or what is the nature and necessity of guidance. He asks the question *why?* and then proceeds to the question *how?* For the Catholic school principal this approach convinces and encourages.

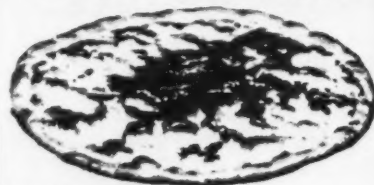
There has always been good guidance in Catholic schools; however, most of it has been informal. It can be no longer so, says Saalfeld. The formal must become the stronger of the two by reason of our changing civilization. The formal will strengthen the informal.

The author states that a high school, for instance, with an enrollment of 600 or more students must have a guidance director. This is a practical necessity. In a Catholic school (and we speak here only of Catholic schools) Saalfeld stresses that the director must always remember the objectives in the guidance program. They must tie up with the philosophy of the school. In the Catholic school these objectives are:

1. Depth of soul life.
2. Strong character.
3. More enlightened mind.
4. Strength of will.

The author emphasizes the encyclical

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of Pope Pius XI on Christian education. In collaboration with it, guidance must take in the aggregate of human life—physical, spiritual, intellectual, moral, individual, domestic, and social. In short, the author states that the Christian method must satisfy the needs and aid adjustment of the student.

Having stated the need for a guidance program and the objectives in having a guidance program, Saalfeld proceeds to diagram how such a program can be set up. Hence the chapter on Organization and Guidance Services is perhaps the most outstanding. It is the skeleton of the formal plan, the framework which will give a systematic approach to the overall achievement. This organization is a must. Saalfeld proceeds step by step, in a human relations sort of way, and produces a structure. From the principal, wise enough to muster forth the cooperation of the faculty, to the forming of a faculty committee to study the needs, to the appointing of guidance faculty members who are generally sought out by students—plus the appointment of one or two experts with

professional skills—these form the initial steps to start the guidance wheels in motion. The author emphasizes that the director of guidance must know three things:

1. What services will be available.
2. Where and how to obtain them.
3. How to use them.

Common sense, in other words, must predominate. "If I do not have what I need, where can I get it?" Saalfeld lists many ways.

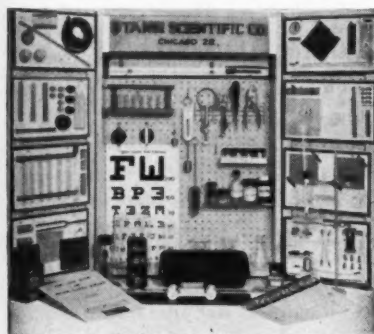
The author also mentions the ways in which a guidance director shows skill. For example, the wise director will delegate powers and duties to faculty members who are especially adapted to guidance work. One member may handle the discipline; one, vocational matters; one, spiritual matters; etc. He emphasizes that all guidance personnel must know where authority begins and where it ends. This reviewer would like to add that that statement may be neatly put; but it, also, contains a bit of dynamite. These fields may overlap. It is the job of the guidance director to prevent an explosion.

Saalfeld mentions six qualities of a

good director. He hastens to add that it must be remembered that at times the most saintly and pious people, or the most intelligent, or even the most successful teachers do not make the best guidance people. They may, as Shakespeare states, "lack the milk of human kindness." Furthermore, a master's degree, on occasion, may make a teacher more liable to mistakes, either by an accumulation of pride or by too much faith in tests.

Saalfeld has a very excellent chapter on group guidance. This material is particularly valuable to homeroom teachers. There must be an authoritative treatment involving *moral matters*. Divorce is wrong, if one accepts Christ's statements. But much group work can be done by discussing what causes divorce. There is a whole field for guidance here.

Scarcely any phase of guidance is left unanswered by the author. Saalfeld's work evidences actual years of experience. Testing, types of guidance in all its aspects, questionnaire forms, pitfalls and dangers to be avoided are discussed. Saalfeld has written a satisfying book. It is *the book* for the Catholic principal.



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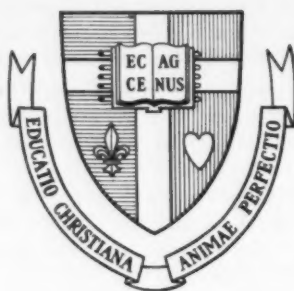
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Audio-Visual Aids in Teaching Latin

By John F. Reilly

ANY TYPE OF AUDIO-VISUAL AID to be found for the teaching of other subjects is also available for the teaching of Latin. That is to say, audio-visual aids for the teaching of the Classics include: films, filmstrips, slides, reproductions, recordings, tapes, pictures, maps, charts, models, coins, posters, periodicals, replicas, and, of course books.

The general areas covered by these aids are many and varied. They include: archaeology, history, theater, language, writing, art, architecture, literature, geography, the Etruscans, Greeks, and Romans, and every day life in antiquity. Even classical and popular music with classical themes is available.¹

It is not possible, indeed not even necessary, to list here specifically all of the audio-visual aids and their sources now within the ready reach of classroom teacher of Latin. Rather the purpose of the present article is twofold: (1) to show the abundance and variety of audio-visual aids available on the commercial market, and (2) to point the way to reliable source material. The classroom teacher himself can examine the wealth of material available and select those materials which best suit his own needs.

Variety of Materials Available

The following will provide the Latin teacher with some idea with the variety of materials available. Shakespeare's *Julius Caesar*, starring Charlton Heston as Marc Antony, can be shown from film to students. In the "You Are There" series on records, the assassination of Julius Caesar, the death of Socrates, and the triumph of Alexander the Great are enacted. The "Helvetian Campaign" can be projected from filmstrips in easy to read sense phrases. There is "A Lesson on

Mythology" in twenty-four filmstrip color frames. Ancient Rome, the Olympic games, occupations and crafts of ancient Greece, Greek sculpture and Roman art and mythology are available on postcard size pictures. The Georgics of Vergil can be heard on records. Tales from Olympus can be heard on tape. R. H. Walker ("The Tutor That Never Tires" of Bronxville, New York) has prepared records for drill in vocabulary and forms. Latin calendars can be purchased from the American Classical League. Father Raymond Schoder, S.J., former director of the Vergilian Summer School at Cuma, Italy, has prepared a large number of color slides depicting scenes in Greece, Rome, the Roman empire, Classic Italy, and Vergil's world in the Naples area. The television program "Yesterday's Worlds," originally produced by New York University and featuring the late Casper J. Kraemer, is available on film.

On Disc Recordings

Vergil's "Aeneid," Cicero's first oration against Catiline, On Old Age, the so-called Tusculan Disputations, On Moral Duties, a Letter to Atticus, Caesar's "Gallic Wars" (including the opening passage), and Odes of Horace are available on records in either Latin or English. An introductory course on the "Essentials of Latin" has been recorded. Moreover, there are vocabulary flash cards, replicas of sculpture and jewelry, construction kits for a ballista, a catapult, a Roman villa or temple, and cutout cardboard models for a Roman house, the Arch of Titus or a wax tablet. Some titles of recordings are "Quis Sum?" "How Caesar Spoke," "Latin Course," "The Sounds of Ancient Greek and the Alphabet," and "The Trial of Socrates." On one record a Roman "senator" is heard; on another Latin is spoken in a supermarket. There are many other examples.

Two Sources

Two sources on the availability of audio-visual aids in the teaching of Latin are especially valuable for the

Mr. Reilly, a teacher of Latin at La Salle Military Academy, Oakdale, N. Y., has a B.S. in Education from New York University School of Education. He has pursued graduate studies at Columbia University and summer studies at the School of Classical Studies, American Academy in Rome and the Virgilian Society of America, Cuma, Italy. He is a past president of the Catholic Classical Association of Greater New York.

¹ Cf. Carolyn Bock, "Latin for Listening," *Classical Journal*, XLIX (May, 1954), 339-340.

classroom teacher. They are both easy to obtain. One is the *Catalogue of Audio-Visual Aids for Classical Studies* compiled by William M. Seaman and distributed by the American Classical League, Miami University, Oxford, Ohio. A revision of the earlier *Catalogue of Visual Aids*, it is an inexpensive booklet (50 cents) and can be secured directly from the League. The catalogue, distributed with a supplement prepared in 1959, contains general instructions on how to order materials and is classified first according to the kind of aid and then by the broad subject area concerned. A directory to producers and distributors of the materials is also included. The bibliography provides a list of articles and reference books related to audio-visual aids for classical studies published between 1946 and 1956.

The great value of the second source on the availability of aids is enhanced by the fact that it is a regular feature frequently brought up to date. It is the annual list of audio-visual materials for the teaching of the Classics prepared by Professor J. Hilton Turner of Westminster College for the *Classical World* published at Fordham University under the editorship of Professor Edward A. Robinson. This list was inaugurated in the November 16, 1956, issue of *Classical Weekly*² (now the *Classical World*). It was intended to supplement both another list of value to teachers of Latin presented annually also by that publication, the list of inexpensive books for the teaching of the Classics,³ and Professor Seaman's catalogue. If the *Classical World* is not already among the subscriptions in his home or school library, the Latin teacher will find it in his local university library.

Does Not Duplicate

Professor Turner's first list⁴ avoids duplication of the American Classical League catalogue and presents appropriate items omitted from it. He sets forth the two general functions of audio-visual materials for the classical teacher, presents a valuable bibliography accompanied by explanatory comments, lists periodicals in the field of audio-visual aids of use to the Latin teacher, and gives a commentary on the films, filmstrips, slides, sculpture reproductions, models, posters, flash cards, disc recordings, and tape recordings listed.

Succeeding lists by Professor Turner appear in the following issues of *Classical World*: October and November 1957; January, February, March, April and November 1958; and April and May 1959.⁵ The articles of October 1957 and November 1958 include extensive directories to producers and distributors. In each of the articles, reviews appear giving the reader an idea of content and general character. The teacher of Latin interested in securing audio-visual aids will find

these reviews a helpful guide. They provide such information as rental fees, running time of films, the level of audience for which the film is suited, and the nature of descriptive material accompanying slides.

Classical Myths in Painting

Some Latin teachers will be interested in the special list dealing with classical myths in painting. It is to be found in the November 1957 issue of the *Classical World*.⁶ The author presents a list of distributors of slides with the cost of the slides, a list of one hundred slides of paintings with mythological subjects, a list of some paintings in the Louvre, a list of paintings connected with the story of Achilles, and some suggestions to meet teacher needs.

Latin teachers in Catholic schools may already have available in their professional library Sister M. Bonaventure's book *Successful Devices in Teaching Latin*.⁷ It contains a chapter titled "Audio-Visual Teaching." In it she discusses the use of the blackboard, charts, diagrams, maps, flannel boards, posters, flash cards, bulletin boards, films, slides, film strips, motion pictures, disc recordings, radio, television, and tapes. Sources for maps, flash cards, filmstrips, slides, films, disc recordings, and other electronic devices are given.⁸ An extensive bibliography gives lists of books, classical periodicals, sources for aids and equipment, and sources for filmstrips.

Other sources the Latin teacher may find useful for locating audio-visual aids are the American Classical League and the *Classical Outlook*. The *Classical Outlook* publishes in each issue a list of some of the services provided by the American Classical League. The League will send free, on request, a classified price list of the many serviceable materials it publishes.

Appended Bibliography

The bibliography appended to this article has been culled primarily from Classical journals. The articles do not antedate 1952 and most are much more recent. In them the interested teacher will find other bibliographical references, some of earlier date, to take him outside the Classics either to more general areas of audio-visual aids or into the more specialized areas of the commercial producers. Other references will carry him along the lines set forth by Classicists. Moreover, an article such as that by Professor Voelkel examines matters like the purpose of audio-visual aids, principles to follow in their use as well as such a bromidic matter as care and storage. Professor Seaman⁹ makes practical suggestions to circumvent the three principal reasons why Latin teachers do not make use of visual aids:

⁶ Ralph Marcellino, "Classical Myths in Painting," *Classical World*, LI (November, 1957), 41-47.

⁷ Sr. M. Bonaventure McKenna, OSB, *Successful Devices in Teaching Latin*, (Portland: J. Weston Walch, 1959), 205.

⁸ *Passim*. There is also a list of sixteen suggestions for the bulletin board (pp. 128-130) and a statement of the pros and cons for disc recordings in Latin classes (pp. 137-138).

⁹ *Classical Weekly*, March 3, 1952, 177 ff.

² Pp. 49-62.

³ The twelfth in this latter series appeared in April, 1960.

⁴ November, 1956.

⁵ Only two of these are listed in the bibliography appended to this article.

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finances, lack of knowledge of their availability, and lack of knowledge of how to use the aids.

Professor Turner's articles and Sister Bonaventure's book include bibliographies. The other articles either make pertinent references in the text or give bibliographical data in the footnotes.

In summary then, we can say that there is a vast market of audio-visual aids available for the resourceful and imaginative Latin teacher from which he can make selections to meet his own needs. The sources that can be of most immediate use to him in determining his selections are the American Classical League catalogue, Professor Turner's up-to-date lists in the

Classical World and Sister Bonaventure's book. The bibliography below will guide him further.

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(Continued from page 687)

qualified person. In teacher-training colleges there are several courses offered whereby the teacher will be able at least to recognize emotional disturbances in students. A teacher must be sure that it is the problems of the students that he actually recognizes and not some maladjustment of his own. This is one of the strongest arguments for a well-balanced person in the teaching profession.

Arbuckle⁶ claims that most problems of students seem to be related in some way to four basic areas: (1) struggle for acceptance and independence; (2) adjustment to school; (3) adjustment to the world of work; (4) adjustment to heterosexuality.

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¹ Quoted by John D. Redden and Francis A. Ryan, *A Catholic Philosophy of Education* (Milwaukee: Bruce, 1942), p. 495.

² *The Washington Post*, November 29, 1959.

³ Pope Pius XII and *Catholic Education*, Edit. Vincent A. Yzermans (St. Meinrad: Grail, 1957), p. 129.

⁴ *Ibid.*, p. 167.

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⁶ Dugald S. Arbuckle, *Teacher Counseling* (Cambridge: Addison-Wesley Press, 1950), pp. 16-19.



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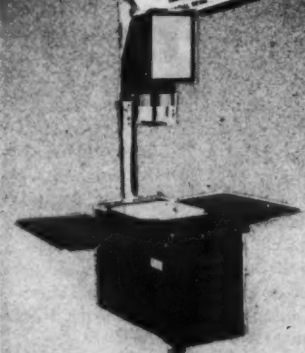
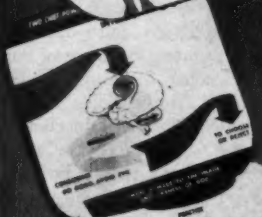
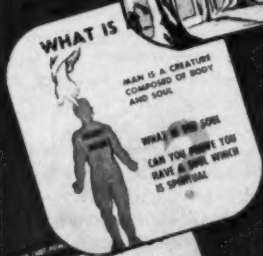
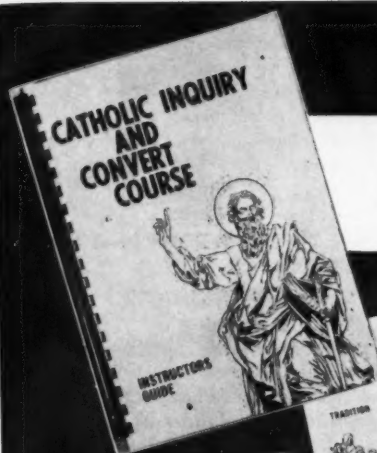
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Reader Reaction

(Continued from page 614)

ment of mathematics in the secondary schools.

ROBERT TREANOR

Lecturer in Mathematics, St. John's University, Jamaica, N.Y., Mathematics Coordinator, North Babylon Junior High School.

How Did Easy Teacher "Come By" Her Easy Ways?

EDITOR:

The article "The 'Easy' Teacher; Easy Way to Frustration," by Sister M. Harriet in the February '61 issue, is excellent, indeed! Sister paints her picture so realistically that anyone who has ever taught can sense the frustration which follows the floundering attempts to gain and hold the attention and cooperation of his students.

Having such accurate understanding of the problems created through faulty attempts at teaching, I do wish, however, that Sister would carry her observations over into a description as to how the easy teacher "came by" her easy ways. My own estimate is that a number of teachers fall into the pattern quite naturally. Teaching requires endurance, fortitude, self discipline among other things. However, it is also quite obvious that the majority of today's "easy teachers" are products of the progressivism sold to them in our secular universities. What is even more obvious and terrifying is that the same progressivism has also invaded our Catholic teacher-training institutions.

Evidence of the latter is on the increase for we are finding more and more of our Catholic school teachers fostering the "do-as-you-please" and "fun-and-play" methods in early grades. Children subjected to these approaches seldom become good students in high school, simply because they lack the foundational training which produces good students. The easy methods do not challenge and exercise their budding desire to learn, or provide the discipline on which the acquisition of a true education depends.

Good teachers can rectify some of the harm—sometimes much of the harm—done by easy teachers, but not all of it. What is more, in the general picture of our schools today, the children are rocked back and forth from easy to good or strict teachers, and methods, and so on. The inconsistency makes frustration one of the few things to expect *consistently* on the school scene. That goes for teachers and students alike. Hence my strong desire to have Sister, or someone with similar courage, ability and style, to reach down into the causes of the troubles in our schools, bare them before us, and stimulate our desire and energies to get them corrected.

MRS. NORBERT E. PERRET
Jeannerette, Louisiana



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EVALUATES Audio-Visual Materials

The Commandments

The St. John's Catechism, a Sound Filmstrip Series produced by St. John's University, New York, is an audio-visual presentation of the material of the Baltimore Catechism, No. 2. It consists of three sections, "The Creed," "The Sacraments," and the "Commandments," each section being composed of ten units. The first two sections have previously been evaluated.

Each unit comprises three elements: (1) a filmstrip, consisting of approximately 60 frames of original art work in Eastman color; (2) a dramatization, in ten minutes, synchronized to the filmstrip on a 12", standard-speed, R.C.A. unbreakable record; (3) a Lesson Plan, printed on the back of each record sleeve, describing objectives, procedure, ten points of doctrine, six basic questions (which are also placed at the end of the filmstrip, and keyed to appropriate pictures),

eight supplementary questions, and finally, suggested pupil prayers and resolutions.

The stated purpose of each unit is twofold: to teach the lesson of the Baltimore Catechism to which it is keyed, and to make the lesson practical in the lives of the students.

Costs of *The Commandments* is \$150. Individual units are priced at \$15. Various package plans are available. Material may be pre-viewed for a ten-day period. For further information write to the distributor: Brian Press, 839 Stewart Ave., Garden City, N. Y.

21. Commandments in General

Description. This unit covers three basic ideas: Moses and the Old Law; Christ and the New Law; and the perfect following of Christ in the evangelical counsels. The first side of the record describes the need of a guide from God so that man can be happy and free.

Man possessed the natural law because of his intelligent nature, but because of sin he became confused in mind and weakened in will. He was a slave to sin. Therefore, God through Moses gave to man this same law in clear-cut fashion as positive law.

The second side of the recording with accompanying visualization depicts Christ and the New Law, with its emphasis on love of God and neighbor. The first three of the ten commandments have to do with love of God, the last seven with love of the neighbor. God must be loved by giving Him adoration, by reverence for His Name, and by public worship. The neighbor must be loved. He must not be injured in his person, name, family, property. The specifics of love of the neighbor are continued in the spiritual and corporal works of mercy.

Finally, they follow Christ perfectly who live according to the religious vows of poverty, chastity, and obedience in order to overcome the world, the flesh and the devil. All Christians should follow the spirit of the counsels of Christ according to their state in life.

CAVE Evaluating Committees

The several evaluating committees and their membership as set up by the *Catholic Audio-Visual Educators Association* are as follows:

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	55	65	75	85	95
Theology	_____	_____	_____	_____	_____
Philosophy	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____
Authenticity	_____	_____	_____	_____	_____
Correlation	_____	_____	_____	_____	_____
Organization	_____	_____	_____	_____	_____
Technical Quality	_____	_____	_____	_____	_____
Utilization	_____	_____	_____	_____	_____
Pupil Interest	_____	_____	_____	_____	_____
Outcomes	_____	_____	_____	_____	_____

Analysis. The overall catechetical approach of teaching the Ten Commandments as guides to freedom and happiness is done excellently in this filmstrip. God's laws are seen as His guides to true freedom from sin and Satan and as a source of real happiness. They are not seen as burdens imposed on us to limit our freedom. Often a teaching of the Commandments too strongly

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stresses God's laws which we are obliged to obey or suffer the loss of salvation, instead of stressing the idea of their role as guides to freedom and happiness. This filmstrip does an excellent job in conveying the right concept in this matter.

The emotional impact created throughout the filmstrip to achieve proper attitudes toward the doctrine explained is excellent. For example, the impact of sympathy and anguish for the poor Jewish slaves is excellent. Slavery is felt as a horrible thing in this setting.

The use of direct quotations by God and Moses from the Bible itself is also an excellent aid to achieving sound emotional attitudes, as well as adding a sense of reality to the scenes depicted.

There are no poor pictures or scenes in the filmstrip, and only one or two of them could stand some improvement. The picture of the Jews passing through the Red Sea could have been painted better to make the passage through the water clearer. One picture, described on the second side of the record and its accompanying film depicting our obligations toward our neighbor, is from another filmstrip and does not exactly fit the narrative.

The series depicting abstract ideas such as slavery to sin or union with God, or the idea that the last seven Commandments have to do with our neighbor, are excellent and perfectly suited to the teaching of children.

There are a few places where the theology is not very clear. For example, when the film tries to point out that the natural law (the film does not explain very well what this is) is the same as the Ten Commandments, in that men could know God's law even before Moses was given the Decalogue, the theology is too "rushed to be clear." Also it isn't very clear how the natural law gives us freedom from slavery. Again it is a question of being too "rushed together" for clarity of a difficult concept. However, the excellent summary of the doctrine contained on the record jacket can supply for the film deficiencies by helping the teacher explain it thoroughly.

There could be a better or clearer continuity between the first and second side of the record, showing

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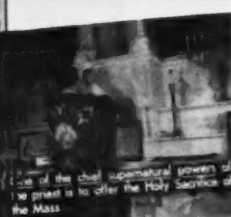
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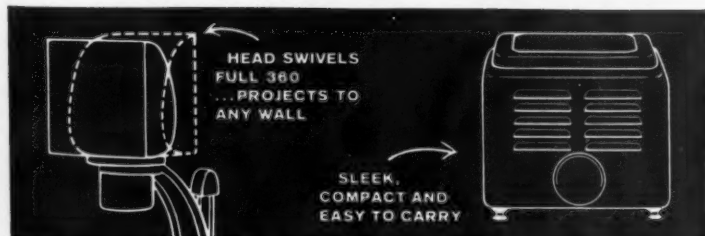
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What Do You Know About School Lighting?

Too often, the lighting in a schoolroom is taken for granted and, if adequate for the purpose, accepted even though it may be insufficient or laid out incorrectly for the room. Considerable research has recently gone into the subject of school lighting and the editors of CATHOLIC BUILDING AND MAINTENANCE have evaluated these reports and compiled a summary of them citing the pertinent information for a proper understanding of the principles behind schoolroom lighting. The correct footcandles, footlamberts, reflectance factors, contrast relationship, and other items of the lighting engineer's language are given and explained in reference to the schoolroom and the teacher. This is just one of the many articles featured in the March-April issue of CBM!

Your Rectory, School and Convent copy should reach you by March 25th.

Other features of the March-April issue . . .

- The Pastor's Responsibility in the Changing Neighborhood
V. Rev. Msgr. John J. Egan, Chicago Archdiocesan Conservation Council
- St. Joseph's Manor for the Aged
- Our Lady of the Rosary Convent
- Tyler Elementary School
- Library Furniture—Special 8-page section
- Designing for the Language Laboratory
- Should You Buy or Rent Your School Busses?
- Some Pointers on Reducing Plumbing Expenses
- New York Foundling Hospital Kitchen
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Brother Herman E. Zaccarelli, C.S.C.

plus regular CBM features



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A Joseph F. Wagner, Inc. publication

Christ's two great laws as another or better view of the same Ten Commandments given to Moses. Another portion of doctrine that might have been clearer is the statement that there are Three Persons in one God and that this knowledge coming from Christ should make us love them more. The committee doubts whether this is a very convincing argument. If there were some characteristics of each Person given, showing why we should love each (the Father's mercy, the Son's seeking the lost sheep, etc.), it would have achieved the objective much better than it does.

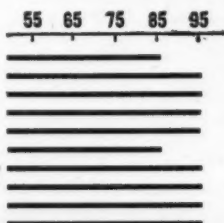
Particularly pleasing is the explanation of the transition from the performance of minimum duties to the state of perfection. This is obviously an important part of the filmstrip in terms of carrying out actual attitudes and habits into everyday living.

Appraisal. In the opinion of this committee, this is a very superior sound-filmstrip. It will be found particularly useful in the upper grades. The rating is A, or excellent. The CAVE Seal of Approval is granted.

22. Commandments of the Church

Description. As a father sometimes delegates his authority, so Christ has delegated His authority to Peter, who rules the Church in the name of Christ. Obedience to Peter is obedience to Christ; they cannot be separated. Of all the laws of the Church, six are more important. They are concerned with obligations regarding Mass, Holy Communion and Penance, fasting and abstinence, marriage, and the support of the Church. The Church can adapt her laws to changing circumstances, and dispense from their fulfillment when necessary. A brief summary is given of the six chief precepts.

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Psychology
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Correlation
Organization
Technical Quality
Utilization
Pupil Interest
Outcomes



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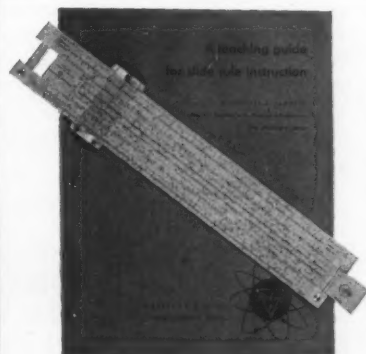
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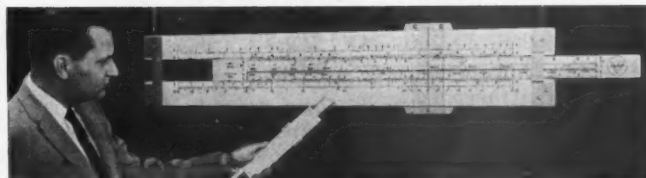


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Analysis. The psychological approach used in the beginning of this filmstrip to teach delegated authority is excellent. The situation of a child under the authority of an older brother because of delegated parental authority is a common experience to every child and one that can be readily appreciated and understood.

Technically, the direction of the filmstrip is very good. The technique of flash-back, for example, where direct quotes are used instead of indirect discourse, adds impact and reality to the ideas that are being conveyed. In this the composers of the St. John's Filmstrip Series seemed to have the happy faculty of discovering approaches and techniques that are interesting and compelling.

The carry-over from delegated parental authority to the concept of the Church receiving authority from Christ is quite clear. The theology of the Church's laws, spelling out in detail God's general plan (e.g. going to Mass is the perfect way of keeping holy the Lord's Day) is also good. The theology and psychology of seeing the Church's laws as acts of a loving father or Good Shepherd is excellent. The use of several direct quotes by Christ adds authority and conviction to the Church's claim for speaking in Christ name.

The committee raises some question regarding the proper theology of saying the Pope only "represents Christ." It seems to the group that a Vicar is much more than that, at least the Pope is much more than a mere representative. This matter ought to be a little bit more clearly defined.

By and large, there are good explanations of why the Church makes each law. This seems to be a necessity in our modern day, giving the reasons why. However some explanations could be fuller (e.g. why no meat on Friday or why penance at all). Some laws have no explanation given for them in the filmstrip. Reference here is made to the law of the Church regarding annual Confession, and Communion during the Easter time.

The overall effect of the filmstrip is excellent. The conclusion is quite clear, namely, that when the Church speaks Christ speaks and the Father

of Christendom speaks. This seems to be the main burden of the filmstrip to begin with and the objective is notably and admirably achieved.

Appraisal. This is an excellent unit. Children in the middle and upper grades will find it interesting and instructive. The rating is A, or excellent. The CAVE Seal of Approval is granted.

Teacher to Teacher—In Brief

(Continued from page 712)

anity into the European colonies in the 16th and 17th centuries followed widely varying patterns. One writer has summed up the policies thus: "The British and the Dutch, not only in America but in Africa and Asia as well, were colonists or traders, who wanted only to find new lands in which to live according to their own ideas or else to trade. By comparison, the French, Portuguese, and Spaniards had notions of carrying with them a new civilization of which Catholicism was a very important part . . . The missionaries were often the advanced guard who often penetrated without military support far into the native hinterland, carrying with them Christianity and often organizing Christian communities."

Show how this was so in the conversion work in North and South America, and the Orient.

Audio-Visual News

(Continued from page 646)

The Jam Handy Organization, 1960. Their primary purpose is for use in science, grades 5-7; supplementarily, in science for grades 8-9 and in social studies for grades 5-9. Cost \$31.50 per set. Single strip \$5.75.

Stated instructional objectives are:

1. To stimulate young people's natural curiosity about and interest in powered flight.
2. To increase students' understanding of how and why airplanes, jets and rockets can fly.
3. To develop an understanding and appreciation of the problems of air and space craft.
4. To increase students' knowledge of air pressure, gravity and other natural forces at work in flight.

5. To portray the ways in which modern science has contributed to the growth of air and space travel.

6. To picture many of the ways in which powered flight has furthered man's knowledge and well-being.

A summary of each filmstrip is given and the whole is completed with a general evaluation.

What Makes an Airplane Fly? 42 frames. The design of the wing and of the propeller is functional in achieving lift and thrust, respectively, thus overcoming the forces of gravity and air pressure. Drag is defined and the means for overcoming it clearly diagrammed. Strip ends with the uses of airplanes.

How Is an Airplane Controlled? 29 frames. Locates and gives the function of elevators, rudder, ailerons, and flaps. The filmstrip ends with an explanation of pilot's controlling these parts in various flight maneuvers.

Safety in Flight. 37 frames. Weather is discussed in its aspects of cold and warm fronts and of highs and lows. How an airplane is landed by use of instruments when the pilot is lost—in a storm, for example—is interestingly shown.

How Do Helicopters Fly? 33 frames. The achieving of lift and of thrust by use of the rotary wing is explained. Pilot control is shown and the types of and uses for helicopters are discussed.

How Do Jets Fly? 40 frames. An expanded balloon discharging its air content is used to explain the principle of action and reaction basic to an understanding of jet engines. How the sound barrier is formed and broken is clearly shown. Jet and propeller-driven airplanes are compared.

Rocket Power for Space Travel. 40 frames. The impossibility of jets for space travel led to the development of rockets which do not need air for fuel combustion. Multistage rockets are explained. The theory underlying the orbiting of satellites is necessarily elementary. Some problems of space travel are named but, again, theory is scarcely touched upon.

Evaluation. The filmstrips are well done through (1) Effective use of color, (2) detailed diagrams and cutaway views, (3) simple illustrations that can be imitated, (4) concise, meaningful captions, and (5) close correlation with textbooks (four popular series were examined).

The exact language and clear-cut illustrations so characteristic of a Jam Handy filmstrip are in evidence throughout this series. Teachers will want to refresh themselves on some fundamental notions regarding Newton's three Laws of Motion as well as in the other scientific principles indicated before presenting this series to their pupils. In filmstrips #3 and #6, the terms *radar* and *momentum*, respectively, are used; however, no attempt is made to adapt a definition meaningful to chil-

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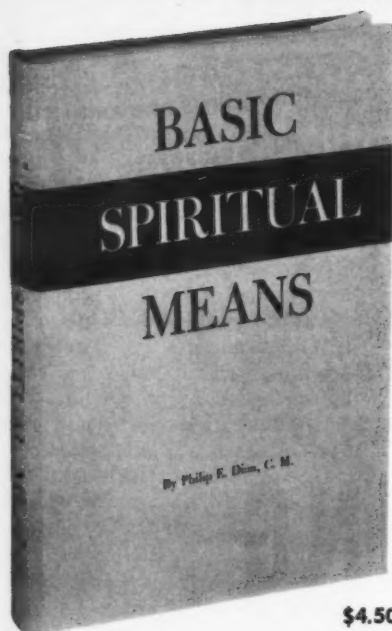
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TABLE OF CONTENTS

MOTIVATION	ABANDONMENT
MENTAL PRAYER:	AND OUR
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MENTAL PRAYER:	ABANDONMENT
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OBEDIENCE	INTENTION
What It Is	HUMILITY
WHY BE OBEDIENT?	THE BLESSED VIRGIN
HOW TO BE	AND OUR
OBEDIENT	SPIRITUAL
	EXERCISES



PHILIP DION, C.M.

Father Dion holds the post of Spiritual Director of the Daughters of Charity, St. Joseph's Central House, Emmitsburg, Maryland. He is a former Dean of the Graduate School, St. John's University, Jamaica, N.Y.

In addition to his two previous works, *Keys to the Third Floor* and *My Daily Union with God*, Father Dion is the author of *St. John's Catechism in Sound Film-strip*, a lesson-by-lesson portrayal of the Baltimore Catechism. He has given many retreats to Sisters, Brothers, and laymen.

dren at these grade levels. Filmstrip #3 seems the least unified of the series; some expansion, clarification, and unification of concepts related to weather appear necessary.

SISTER MICHAELA, O.S.F.
Secena Memorial High School,
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Cenco Educational Films

Central Scientific Co. has formed a new production division, Cenco Educational Films, "to produce several series of 16mm sound, color films whose teaching value and artistry far exceed the level of films generally available."

The first series announced is the five-film "Discovering Solids" series on high-school solid geometry. Each quarter-hour film takes the student from the recognition of common, natural forms that go unnoticed in his day-to-day surroundings through pyramids, cones, and spheres; then cubes, prisms, and cylinders; and, finally, the calculation of surface areas. Throughout the series, examples from the student's normal environment are brought into play and compared to the abstract shapes encountered in the classroom.

For the elementary grades Cenco has just introduced a 13-film series, *Science for Children*, narrated by Ray Howe, curator of education, Kansas City Museum. These sound, color films are for grades K1 through 6, discussing the habits of various birds and animals, the earth and solar system, plus the cultural development of the American Indian and Eskimo. They bring to the children objects of interest that they would seldom find in the classroom.

Each film will have an associated color 35mm filmstrip produced simultaneously. They are designed to pick up the important teaching highlights and may be integrated with the teacher's discussion of the subject.

A-V 65

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The Elgeet Optical Company of Rochester, N. Y., offers an ingenious combination of the Elgeet Research Microscope with the Sylvania low-cost closed circuit television system.

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For researchers, college level science, and medical school applications, a second system employs Allen B. DuMont Laboratories' closed circuit components with the Elgeet research microscope. The DuMont electronic equipment yields 600-line resolution.



Apart from the microscope, the TV camera and monitor may be adapted for usual closed circuit applications.

The new systems are available from Elgeet Optical Company, 838 Smith St., Rochester, N. Y. For more information write to Robert Lohwater, Scientific Instrument Division.

A-V 66

IFB Produces Film On Animal Dissection

Introduction to Animal Dissection (11 min., 16mm sound and color, \$110), a new production by International Film Bureau, Chicago, Ill., provides the student with an overview of biological dissection. It is a visual statement of the purpose of dissection with description of the instruments and dissection methods used in the laboratory.

The educational consultant for the film was Max C. Shank, Ph.D., chairman of the division of biological sciences, University of Illinois, Chicago Undergraduate Division.

A-V 67

New 1961 Catalog of Denoyer-Geppert Company

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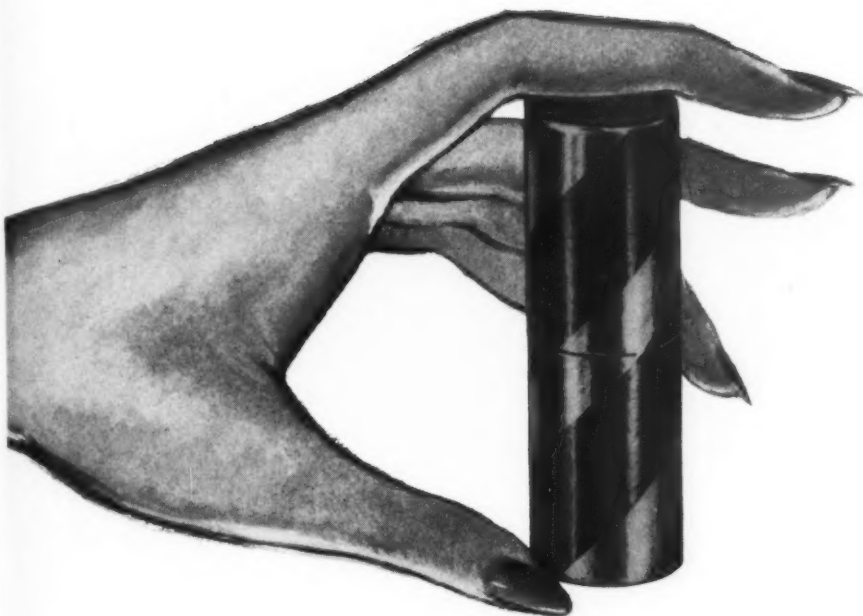
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